Improving Student Learning

First-Year Implementation of the Alberta Initiative for School Improvement

Provincial Report for the 2000/2001 School Year

Summary

February 2003

College of Alberta School Superintendents

AHSCA

University Partners

A·S·B·A Alberta School Boards Association

ASBOA

Alberta LEARNING

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Improving Student Learning

First-Year Implementation of the Alberta Initiative for School Improvement

The first year of *Alberta Initiative for School Improvement* (AISI) implementation has generated excitement, enthusiasm and progress. This summary report briefly describes the AISI program and projects, summarizes the initial findings, and documents the lessons, implications and next steps for subsequent years of the initiative.

The AISI Program

The Minister of Learning and all education partners officially announced the Alberta Initiative for School Improvement on December 15, 1999. The partners – Alberta Learning, the Alberta Home and School Councils' Association (AHSCA), the Alberta School Boards Association (ASBA), the Alberta Teachers' Association (ATA), the Association of School Business Officials of Alberta (ASBOA), and the College of Alberta School Superintendents (CASS) – jointly developed the framework and administrative processes for this initiative during fall 1999.

The *goal* of AISI is to improve student learning and performance by fostering initiatives that reflect the unique needs and circumstances within school jurisdictions. The initiative is a province-wide school improvement program in which individual school authorities decide, through collaboration and prioritization:

- which areas of student learning and performance need attention,
- how to go about improving these areas (new teaching strategies), and
- how to provide evidence that improvement has taken place (measuring student performance).

The partners established *six principles* for AISI:[1]

1. Funding will flow to school jurisdictions and charter schools based upon approved proposals.
2. Proposals may be multi-year (maximum of three years) but must have interim (at least annual) progress measurement targets. Continued funding depends upon evidence of success.
3. Funding consisting of an equal amount per registered FTE (Full Time Equivalent) student will be based upon the previous year's September 30th enrolment.

[1] Elaboration of the principles is found in the *Framework for the Alberta Initiative for School Improvement* (AISI Education Partners Steering Committee, 1999). Administrative requirements and local and provincial processes are outlined in the *AISI Administrative Handbook* (AISI Education Partners Working Group, 1999). The publication *AISI Opportunities and Challenges* (2001) provides the partners' perspectives on the first year of AISI development. All AISI materials are available on Alberta Learning's website at http://www.learning.gov.ab.ca/k-12/special/aisi.

4. Jurisdiction proposals need to be linked to and become part of the current three-year planning and reporting process for purposes of the school jurisdiction's annual planning, reporting and accountability processes.
5. There will be an appropriate balance of local and provincial performance measures that includes approved quantitative and/or qualitative measures.
6. Project results will be shared with Alberta school jurisdictions and others while Alberta Learning will act as the "clearinghouse" on behalf of all partners.

AISI can be described by the following characteristics:

- a partnership
- a catalyst
- student focused
- flexibility
- collaboration
- a culture of continuous improvement
- evidence-based practice
- research-based interventions
- inquiry and reflection
- building capacity and sustainability
- longitudinal
- knowledge

A total of $68 million was available to school authorities to develop and implement AISI projects in the 2000/2001 school year: $66 million for public school authorities and $2 million for private school authorities (60% of private school funding). AISI funding is in addition to basic instructional grants, and represents about 2% of the Total Basic Learning Support of $3.13 billion for K-12 education in Alberta.

During the first year of implementation, 86% of all public schools operated 469 projects and 73% of all private schools operated 252 projects. Almost all (95%) of the projects were for three years.

AISI Projects

First-year AISI projects can be described in terms of the types of students served, the themes and subjects addressed, the instructional grade levels involved, the teaching strategies used, and the types of measures adopted to determine success. For each category, multiple selections were possible; therefore, percentages add up to more than 100%.

Types of Students: During 2000/2001, regular students were included in 64% public school authority projects and 78% private school authority projects (hereafter, school authorities are referred to as public and private). Of the public projects, 39% served students with special needs, 31% targeted at-risk students, 20% included gifted and talented students and 9% included Aboriginal students. Among private projects, 18% focused on students with special needs.

Themes and Subjects: The major themes for public projects were capacity building (professional development and acquisition of materials). Private projects primarily used their AISI funds to purchase resources. The overwhelming areas of academic interest were literacy and numeracy.

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Grade Levels: Most projects were at the elementary and junior high levels. Most public (74%) and private (87%) included the elementary level (ECS to grade 6). More than half of the public (53%) and 42% of the private projects included junior high (grades 7 to 9). About a third of the projects (38% public and 33% private) included high school (grades 10 to 12).

Teaching Strategies: Most projects used two or more teaching strategies. Fourteen teaching strategies were used by 5% or more of the public projects. The most widely used public strategy was small groups (16%), followed by individual programming (9%), teaching to accommodate learning styles (9%), and experiential learning (7%). The three most commonly used private project strategies were individual programming and use of paraprofessionals (both around 6%), and experiential learning (5%).

Measures: Every project had at least one quantitative measure of student learning. These measures included Provincial Achievement Tests (PAT), Diploma Examinations (DE), standardized tests such as Canadian Tests of Basic Skills, Gates-McGinitie and Brigance Tests, and local teacher tests (see Table 1).[2] The results of these measures are used to assess how well AISI interventions are improving student learning. While indicative of what is happening in the school, a single year of results precludes any definitive conclusions about the success of individual projects.[3]

Table 1: Types of Measures Used in AISI Projects (Year 1)

	Public Projects (N=469)		Private Projects (N=252)	
Measures	**Number**	**Percent**	**Number**	**Percent**
Provincial Achievement Tests	250	53%	46	18%
Standardized Tests	157	33%	17	7%
Local Teacher Tests	87	19%	29	12%
School Records	115	25%	7	3%
Observations/Checklists	99	21%	21	8%
Surveys	347	74%	105	42%
Descriptions of Quality	272	58%	179	71%

[2] Also, each school authority was required to have a balance of 60% locally determined measures (e.g., standardized tests and teacher tests) and 40% provincially determined (i.e., PAT or Diploma Exam) measures.

[3] The *AISI Administrative Handbook* (1999, p. 13) indicates that more than one year of data is required to achieve success. An apparent decline in a single year may not be a reflection of lack of success but would need to be investigated further.

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Findings

Project Effects and Results

On average, public projects used six measures, usually a combination of qualitative and quantitative measures, to determine the impact of their project during the first year of implementation. Private projects used an average of two measures. Eighty percent of public and 83% of private projects met or exceeded their targets on half or more of their projects' measures (see Figure 1). A higher percentage (94%) showed improvement on half or more of measures over their baseline (see Figure 2).

Figure 1: First Year Results Compared to Targets

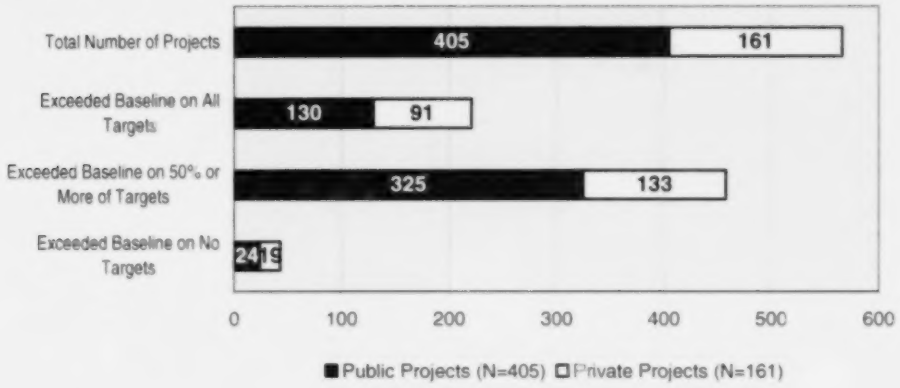
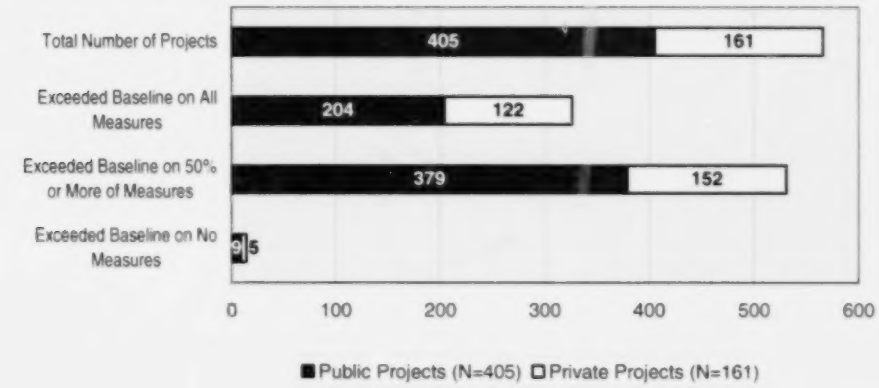


Figure 2: First Year Results Compared to Baseline

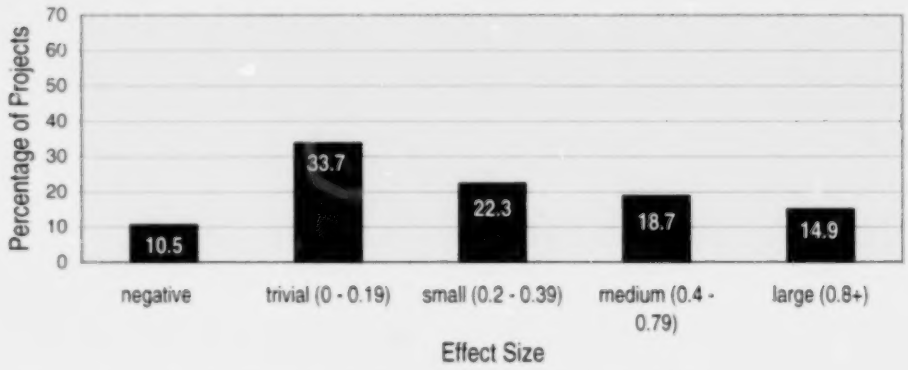


The preceding figures indicate the percentage of projects that met or exceeded their baselines and targets. They do not tell us the magnitude of the improvement. To determine the extent to which AISI projects improved over the baseline, all measures were converted to a common scale, or effect size. This method permits comparison of improvement regardless of the type of measure (test, survey, etc.) that the school authorities used. An effect size expresses the magnitude and direction of change of

measures.[4] Effect size analysis can help to determine the impact of AISI on the major types of projects (e.g., literacy, mathematics, technology, etc.) and to identify practices that contributed to achieving those results.[5]

Figure 3 shows that more than half (56%) of all projects (both public and private) showed noticeable improvement over the baseline: 22% with small effects, 19% with moderate effects, and 15% with large effects.

Figure 3: Magnitude of Preliminary Effect Sizes for All Projects (All Measures*)



* Results include quantitative and qualitative measures reported by authorities.

An exploratory analysis was conducted with the first year AISI data to assess the relative impact of AISI by common groups of projects. The projects that appear to be making the greatest impact tend to target at-risk students (see Figure 4) or focus on early intervention (see Figure 5). These results are based only on a sample of projects that had mutually exclusive categories and should be interpreted with caution. Projects that targeted different types of students or incorporated multiple project themes were excluded. Figure 4 represents 55% of all projects; Figure 5 represent 25% of all projects.

Also, Figures 4 and 5 represent the results for the first year when most of the projects were at the initial implementation stage. The confidence of effect size data will be enhanced with two years' of results. Therefore, detailed analysis on project types will be included in the second and third year Provincial Annual AISI Reports.

[4] For a complete explanation about effect sizes, see page 36 of the full report.

[5] Preliminary effect size calculations for each project are presented in Appendix H of the full report. These results need to viewed with caution as (1) the measures are based on a single year of data and (2) the analysis includes both measures of student learning and other types of measures, such as satisfaction with the project.

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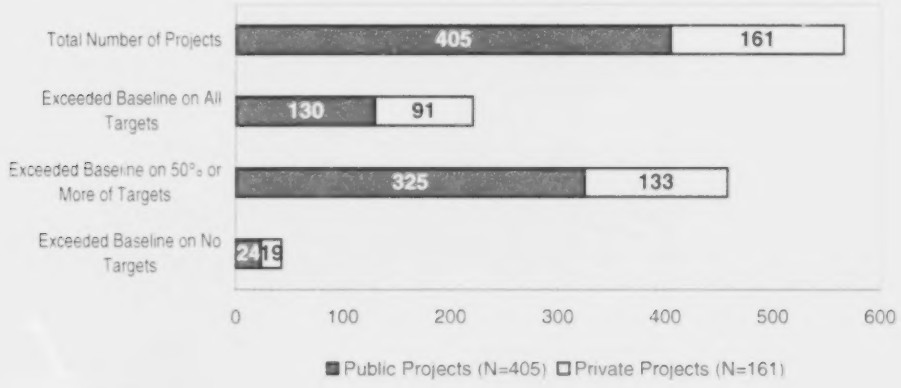

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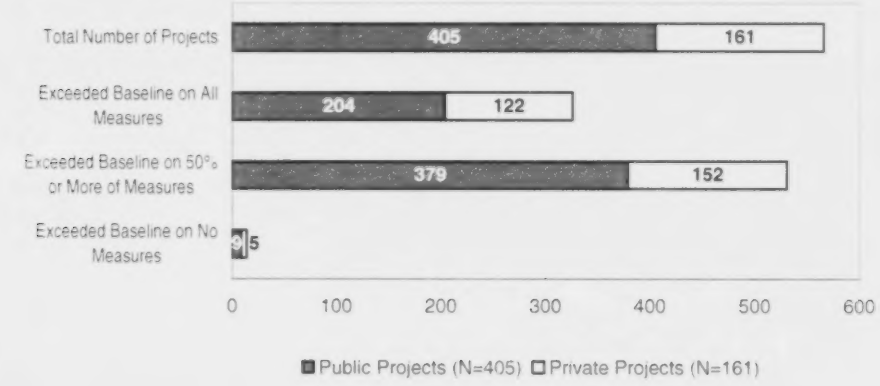

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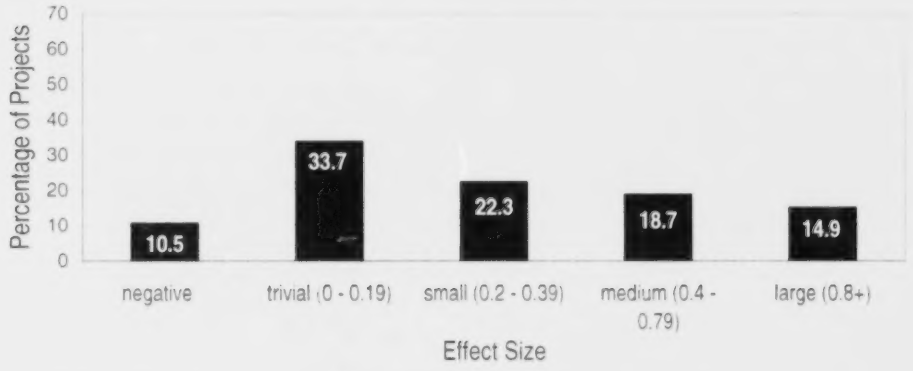

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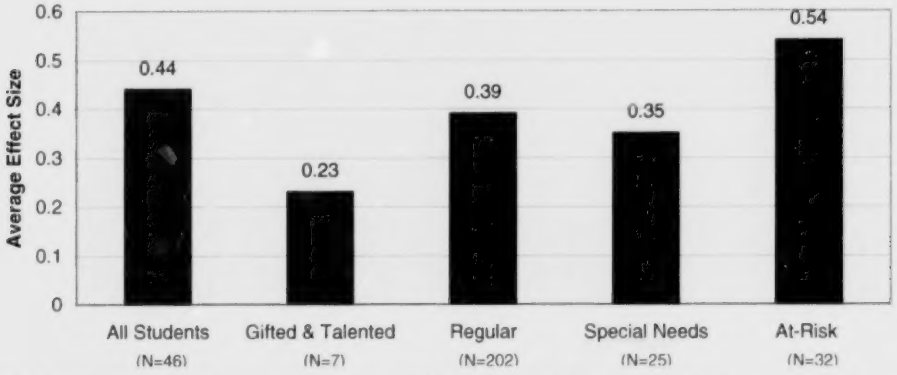
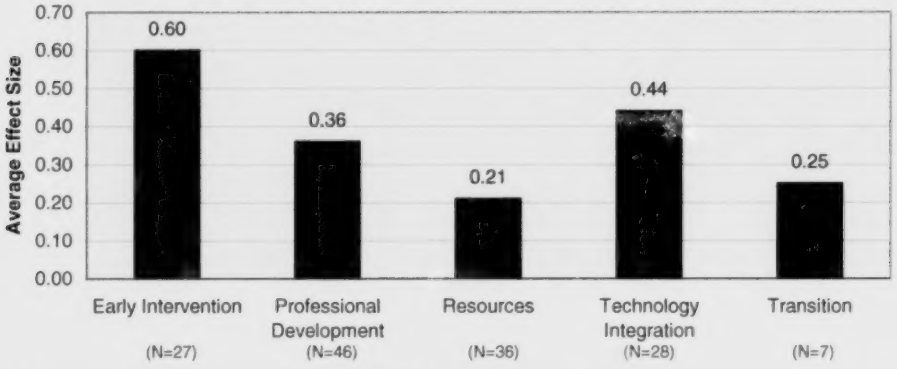
Figure 4: Preliminary Effect Sizes for Targeted Student Population (All Measures*)



* For mutually exclusive targeted students AISI Year 1. Results include quantitative and qualitative measures reported by authorities, and represent 55% of all projects.

Figure 5: Preliminary Effect Sizes for Major AISI Project Themes (All Measures*)



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School-Based Results

Another way to explore the impact of the first year of AISI implementation is to analyze changes in student achievement as measured by provincial achievement tests. Since all students in grades 3, 6, and 9 must write the provincial achievement tests, these tests can serve as a common measure across all projects. Given the widespread focus on literacy and numeracy, the English language arts and mathematics tests may be used to analyze the impact of participation in such AISI projects. Figures 6 and 7 show the change in percentage of students meeting acceptable standard in language arts and mathematics in the first year of AISI compared to the baseline (previous three-year average) for AISI schools and for all schools in the province. Schools that participated in a literacy/language arts project or a numeracy/mathematics project were identified as "AISI schools." Table 2 shows the number of students in schools with AISI projects who participated on the PATS.

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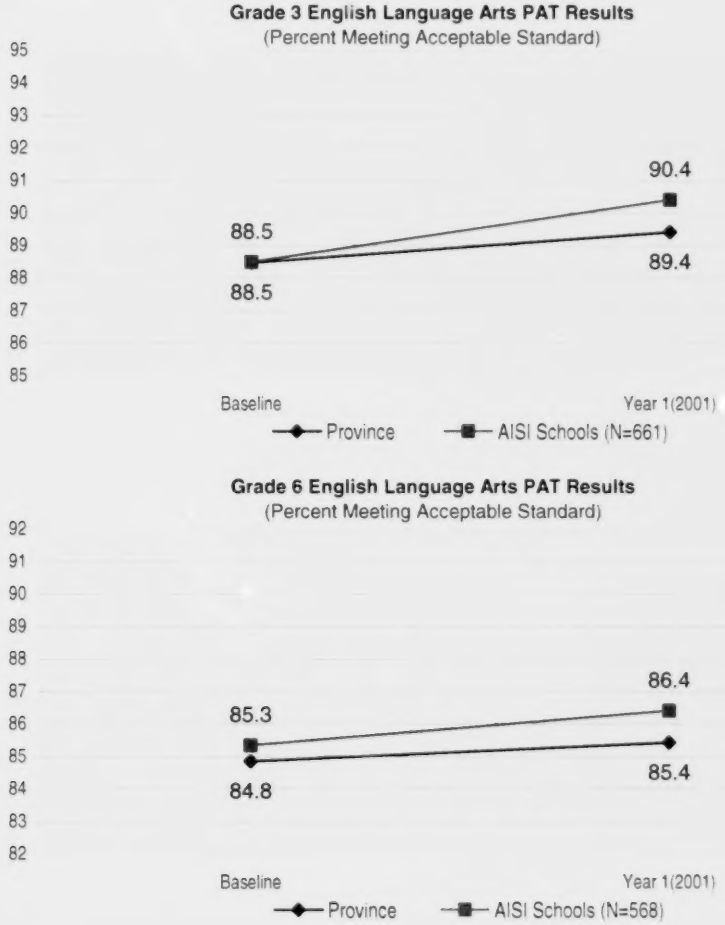
Table 2: Number of Students in Schools with AISI Literacy or Numeracy Projects Who Wrote the 2001 Provincial Achievement Test (see Figures 6 and 7)

Subject	Number of Schools	AISI Schools	Province
Language Arts-Grade 3	661	25,920	40,170
Language Arts-Grade 6	568	22,569	41,185
Language Arts-Grade 9	288	18,192	38,767
Mathematics-Grade 3	289	10,307	40,510
Mathematics-Grade 6	286	10,572	41,520
Mathematics-Grade 9	193	13,934	38,643

The results show an overall improvement in provincial achievement tests over the baseline for all schools. Schools with AISI projects showed a greater improvement compared to all schools, despite the fact that the provincial results include the gains achieved by the "AISI schools."

Figure 6: English Language Arts PAT Results for Schools with AISI Literacy Projects (Grades 3, 6, and 9)—Year 1



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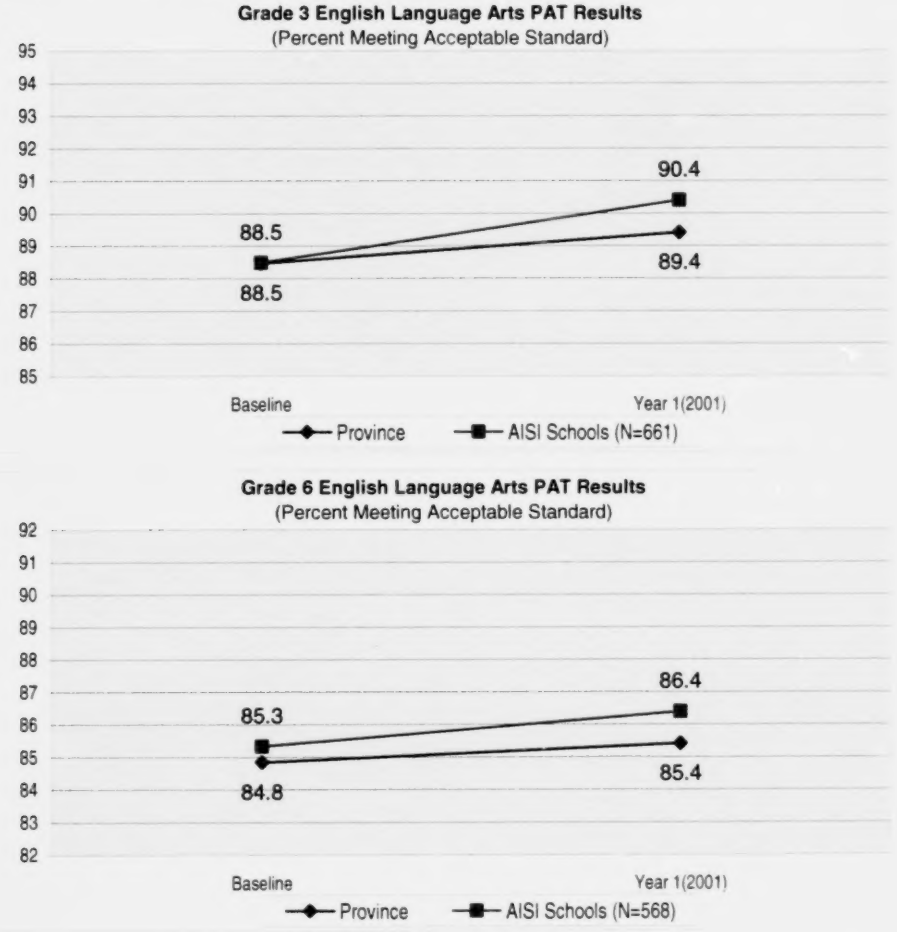


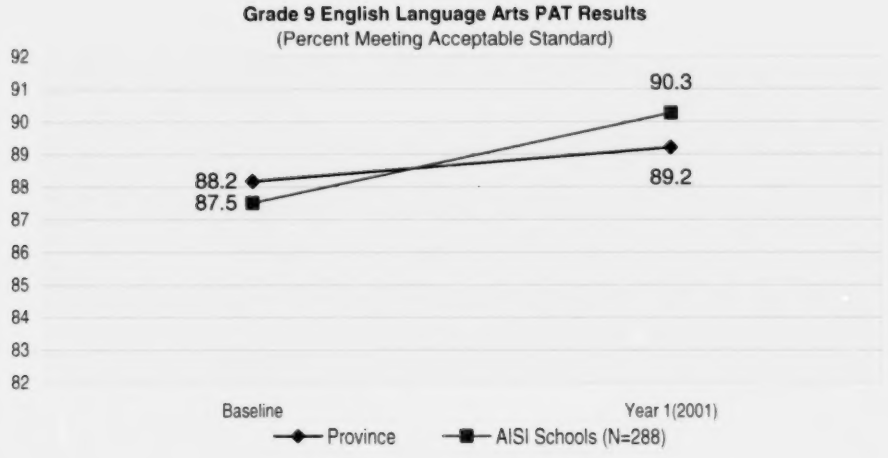
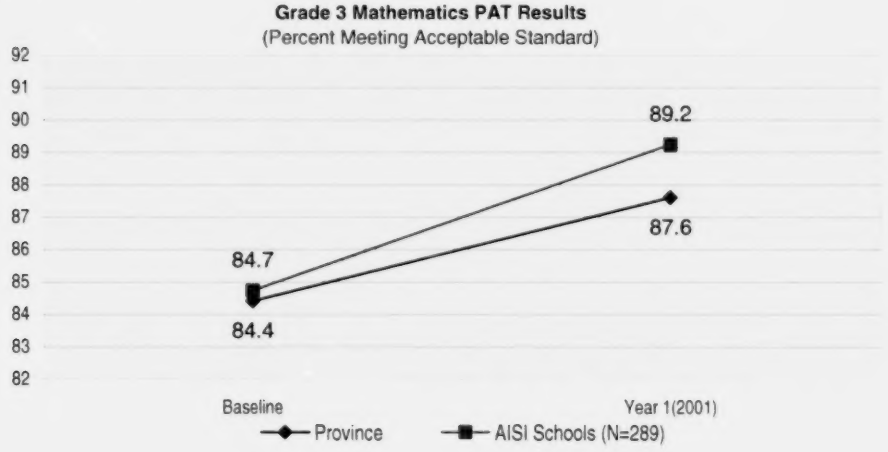
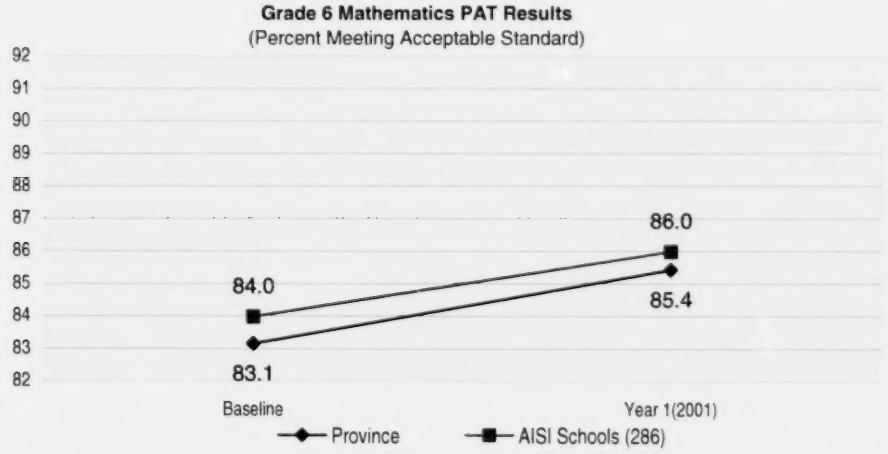
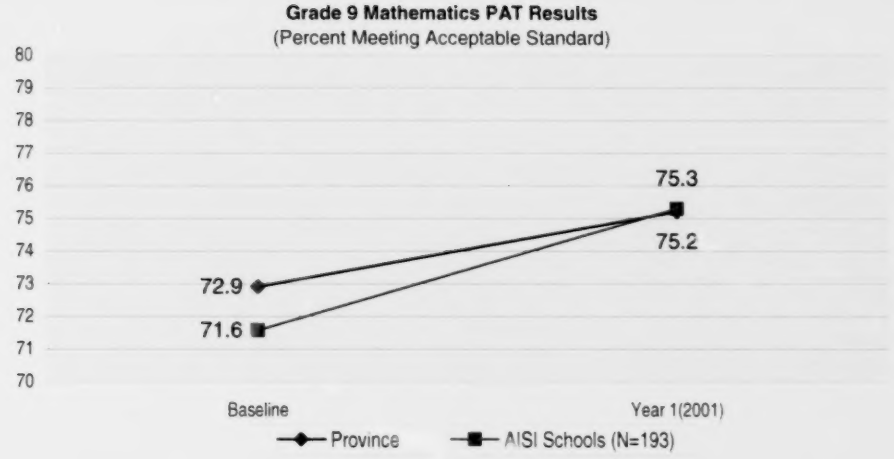


Figure 7: Mathematics PAT Results for Schools with AISI Mathematics Projects (Grades 3, 6, and 9)—Year 1







Lessons Learned

The following lessons have been drawn from the first year of AISI implementation.

1. **Impact on Student Achievement** – The first year results show that the majority of AISI projects are making progress towards improving student learning. Eighty three percent of all AISI projects **met** or exceeded their targets on their performance measures. A higher percentage (94%) showed improvement on half or more of measures over their baseline.

   Schools with AISI literacy and numeracy projects showed a higher improvement on the Language Arts and Mathematics achievement test results compared to all schools in the province. The preliminary analysis of the first year's results indicates that projects targeting at-risk students or focusing on early intervention are having the greatest effect on student learning. Detailed analysis on the various project categories will be reported in the second and third year reports when the data will be more stable and reliable.

2. **Measurement** – Projects that focused on cognitive outcomes were able to use a variety of independent measures such as the provincial achievement tests and diploma examinations, and more than 40 other assessment instruments (e.g., Canadian Tests of Basic Skills, Gates-MacGinitie Reading Tests, Schonell Tests, Brigance Tests, etc.). Projects including affective and behavioral goals required development or adaptation of local measures that require extra work in analyzing, interpreting and reporting results. Most local data come from administrative records (e.g., attendance) or surveys. Because these measures generate quantitative data, it will be possible to summarize findings over similar projects.

   Project teams were advised to keep the number of measures for each project manageable. The larger the number of measures, the greater the analytic and reporting burden. Many project teams have reduced or will be reducing the number of measures for year two of their projects.

3. **Evidence informing practice** – Preliminary analysis indicates that AISI is making a difference with student learning. The findings from the first year of implementation raise a number of questions about the effectiveness of alternative strategies (e.g., which reading methods are most promising for which types of students and at which levels). The effect size analysis begun this first year will be extended to answer these and other questions that will become evident during the second year of implementation. The results on promising and effective practices will be shared with educators using the Clearinghouse.

4. **Community involvement** –All projects were required to involve their community in developing AISI projects. During the first year of AISI projects, community involvement varied greatly. The annual AISI report for the second year and beyond will require additional information on the extent of parental involvement.

5. **Enhancing the capacity of teachers –** Research continues to point out that teachers are one of the most important variables in improving student achievement. There is a direct and positive relationship between improved teaching and improved student learning. Consequently, there is a need in all AISI projects to enhance the knowledge and skills of teachers (i.e., capacity-building). There needs to be an ongoing commitment to help teachers to develop the necessary skills to conduct project activities. The partners continue to support provincial workshops to assist project teams. Each Alberta Faculty of Education is continuing to receive funds in order to provide assistance to AISI project teams. Staff in the School Improvement Branch will continue to conduct workshops, provide advice, and undertake site visitations.

6. **Teachers as researchers** – Developing capacity to collect, analyze and interpret data requires focused in-service. Over the next year ongoing workshops will assist project coordinators in dealing with issues of number and appropriateness of measures, validity of inferences from diverse sources of information, and reporting.

7. **Leadership** – Local leadership in both central office and schools helped to ensure successful implementation of AISI projects. In addition to identifying and selecting appropriate intervention strategies and assessment tools, project leaders kept staff committed and on track, collected and analyzed data from multiple sources, interpreted the findings, and completed interim and annual reports. Project coordinators or lead teachers who have all these skills are not common. Large districts with in-house expertise were able to meet these challenges more readily than small authorities where such capacity is lacking.

8. **Staffing commitment and continuity –** Projects with staff continuity tended to be more successful. An estimated 10% to 15% of the projects underwent a change in project leadership that resulted in issues of commitment, continuity and capacity. While the originator(s) understood the intent of a particular project, those who followed may not have. Successors wanted to shape the project in their own ways. Furthermore, staffing changes led to issues of commitment and enthusiasm for the intervention or strategy selected. Comments excerpted from the APARs support this view.

9. **Sharing and dissemination** – The 721 public school authority and private school authority projects are creating new knowledge that will be shared in an online clearinghouse, housing not only the individual project reports and results, but also the products, tools and promising practices that emerge. The AISI Clearinghouse will include secondary analyses, narrative commentaries, and syntheses that summarize project results. Currently under development, the Clearinghouse should be operational by spring 2003 and fully implemented by fall 2003.

10. **Administration and time** – Many districts underestimated the amount of administrative support required for their projects. Some authorities chose to use their central office administrators for support so that they could allocate all AISI funds directly to project goals. Others provided release time out of AISI funds for on-site or central coordinators. The latter approach seems to be working better, leading some authorities to reassess the amount and type of administrative support required to achieve maximum benefit from their projects.

11. **AISI partnership** – The ongoing partnership between Alberta Learning and its six major education partners (the Alberta Home and School Councils' Association [AHSCA], the Alberta School Boards Association [ASBA], the Alberta Teachers' Association [ATA], the Association of School Business Officials of Alberta [ASBOA], the College of Alberta School Superintendents [CASS], and the Alberta Faculties of Education) has contributed to the success of AISI. Each partner continues to work with its constituents in improving student learning and performance in Alberta.

Implications for Action

Many administrators and teachers have come to realize that although AISI is more work than anticipated, the dialogue on education and the discussion of what is truly important for teaching children made the effort worthwhile. The focus on children and learning must be maintained over the duration of the initiative.

The lessons from the first year of implementation lead to a number of issues that need continued attention during the second year of implementation. Table 3 summarizes these issues and recommends action for provincial (Alberta Learning and the AISI partners) and local (school authorities) administrators during 2001/2002.

Table 3: Summary of Issues and Recommended Action

Issue	Description	Recommended Action	Responsibility
Improved Student Learning	• Preliminary results support that AISI is improving student learning • Common measures are needed to assess overall effects	• Work with partners to identify a standardized set of measures for different types of project types/strategies • Encourage projects to adopt measures from the standardized set that are appropriate to the projects' needs	Provincial and Local
Evidence-Based Practice	• Need to identify and communicate promising practices that occur within projects • Need to identify projects having the strongest effects on improved student learning	• Modify the Annual AISI Report to ensure coordinators provide information on lessons learned and promising practices • Meet with project staff to collect rich descriptions of promising practices and communicate using the AISI Clearinghouse	Provincial and Local
Capacity Building	• Need for continued assistance through workshops and visitations that address both system and individual needs • Ongoing professional development in areas of need: teaching strategies, analyzing and interpreting results, reporting, etc.	Provide: • formal professional development • workshops for system needs • visitations for individual help • School Improvement Branch contact with field	Provincial
Governance and Leadership	• Centralized vs. decentralized approach • Superintendent support is critical to success of projects	• Analyze outcomes to determine which approach is most promising.	Provincial and Local
Coordination and the importance of the Project Coordinator	• Project coordinator must fulfill all project requirements: planning, monitoring, analyzing results, documentation • Providing advice and assistance to teachers	Provide: • adequate time for project coordinator to do the job • training to fulfill project requirements	Local Provincial

Issue	Description	Recommended Action	Responsibility
Evaluation	Need for: • measures appropriate to goals • comparable baselines • analyzing and interpreting results • action arising from project findings	• Analyze trends • Evaluate components of AISI: School Improvement Branch, university assistance, etc. • Determine effective practices	Provincial
Reporting	• Reduce burden by eliminating IPRs for continuing projects • Improve APARs by requesting more explicit interpretation of findings	• Prepare Provincial Report to document annual results • Change APARs to focus on interpretation of results and using the results to inform practice • Undertake more detailed analysis of APARs • Analyze themes and outcomes for generalized conclusions	Provincial
Sustainability	• AISI Clearinghouse • Address the following areas: - How to maintain momentum and enthusiasm over time? - What resources (time, people, dollars) are required to have biggest impact? - How to generalize positive findings to other sites/schools/ etc.?	• Continue funding to school authorities • Share information more broadly among teachers • Disseminate AISI lessons learned • Involve the whole school or large numbers of teachers so project becomes internalized in the school and/or district	Provincial Provincial and Local Local

Agenda for 2001/2002

AISI partners continue to meet regularly to reflect on the experiences of the first year of implementation and to identify areas that require fine-tuning. Partners agreed to the following provincial activities during the 2001/2002 school year.

1. Continued development of a **Clearinghouse** to accommodate all the project plans, results, conclusions, and promising practices so that all educators can share information. Technical development and assistance to school authorities began in fall 2001.

2. Province-wide **professional development** will continue the collaborative approach and engage educators in ongoing dialogue on school improvement across the

province. Measurement and interpretation of findings are two of many topics for shared professional development.

3. **Continued funding** to the four Faculties of Education to provide basic services to school authorities on their AISI projects. Many school jurisdictions availed themselves of the university services during the planning and development phases of their projects. Their work needs to be refined to meet the changing needs of the school authorities.

4. **Communication** of information by each partner to their respective constituents so that all partners are kept informed. School authorities and AISI partners must continue to share information through the many communication vehicles available such as the first AISI conference, through writing articles and reports, meetings, and other opportunities to share the good news.

5. **Celebration** of success is important. Opportunities such as the provincial conference provide a way to celebrate what has been accomplished each year. Making the conference accessible to more Alberta teachers helps to disseminate the lessons from AISI.

Conclusion

AISI is a collaboration between government and its partners (AHSCA, ASBA, ATA, ASBOA, CASS, Universities) and Alberta teachers, administrators, trustees, parents, and universities in achieving a common goal – improved student learning and performance – through locally developed and implemented projects that address unique needs and circumstances. The first year of implementation has seen much progress.

AISI shows that with resources, commitment, and careful strategies, teachers can find new ways to work together to help students learn. Targeted resources and attention go a long way in facilitating school improvement.

Improving Student Learning

First-Year Implementation of the Alberta Initiative for School Improvement

Provincial Report for the 2000/2001 School Year

February 2003

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College of Alberta School Superintendents

AHSCA

1959 University Partners

A·S·B·A Alberta School Boards Association

ASBOA

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Report Overview

This is the first provincial report of the Alberta Initiative for School Improvement (AISI). This four-year, $68 million per year initiative was introduced in 1999 and implemented province-wide in Alberta schools during the 2000/2001 school year.

The first chapter describes the background to the Alberta Initiative for School Improvement. It also discusses progress toward the Minister's expected outcomes for the initiative. The AISI program is described as well as information about mobilizing it. AISI project funding and scope also are included.

The second chapter describes the initiative. Information about the AISI projects includes the types of students served, the themes and subjects, instructional level, and teaching strategies. The final section identifies the types of measures adopted by project teams to provide evidence of success.

The third chapter describes the partner support for implementing the projects. Support includes the online system, school visitations, workshops, the first provincial AISI conference, and the AISI Clearinghouse.

The fourth chapter presents the results of the first year of implementation. It has three major sections: project outcomes, project team observations, and school effects.

The final chapter presents a summary of the first year of implementation. Based on the evidence it outlines some lessons, draws some implications for action, and presents the agenda for the 2001/2002 implementation. The conclusion after one year of province-wide implementation suggests that with resources, commitment and careful strategies, teachers can find new ways to work together to help students learn.

1 Introduction

The Alberta Initiative for School Improvement (AISI), introduced in 1999, is a bold approach to fostering the improvement of student learning by teachers, parents, and the community working collaboratively through innovative and creative school improvement initiatives. AISI is based on the belief that an effective school improvement program should address local needs and circumstances, and be collaboratively planned, developed and implemented in a climate of trust, flexibility, and common purpose. This report covers the first year of AISI implementation in Alberta schools during the 2000/2001 school year.

Background

Prior to the first year of province-wide implementation, Alberta Learning spent a year developing and mobilizing the Alberta Initiative for School Improvement. The Government of Alberta announced the School Performance Incentive Program (SPIP) on March 11, 1999 at the time of the 1999/2000 budget. In June 1999, as a result of feedback from stakeholders in terms of both the program and development process, the Minister of Learning placed SPIP on hold and immediately commenced a process of consultation with key stakeholders.

On July 14, 1999, the Deputy Minister invited five key associations to participate in a collaborative process to develop a program to improve student learning and performance in Alberta. Each association could appoint two representatives. All five associations accepted the invitation:

- Alberta Home and School Councils' Association (AHSCA)
- Alberta School Boards Association (ASBA)
- Alberta Teachers' Association (ATA)
- Association of School Business Officials of Alberta (ASBOA)
- College of Alberta School Superintendents (CASS)

Development began on August 26, 1999 when the Minister of Learning, Dr. Lyle Oberg, met with representatives of these organizations to design and develop the new initiative. The Minister outlined five expected outcomes of the consultation process:

1. Development of a program that improves student learning and performance.
2. Establishment of a solid foundation of trust between government and stakeholder groups.
3. Creation of a model for future collaboration between Alberta Learning and the external stakeholders.
4. Establishment of accountability measures and criteria to provide evidence that the initiative works.
5. Continuous improvement of the initiative.

The AISI Task Team, consisting of Alberta Learning staff and association representatives, became the Education Partners Steering Committee (EPSC). Appendix A identifies the original and the first-year members of the partnership. The partners met seven times between August and December 1999 to develop the goal, principles, key considerations, and administrative requirements for AISI.

The School Improvement Branch (SIB) was established to serve as the Secretariat for AISI. Two staff members were seconded from other branches of Alberta Learning, bringing extensive experience in administration, finance, research, measurement, and reporting. An office administrator joined the team in fall 1999. This three-person team was responsible for the logistics and documentation of the developmental work of AISI.

In December 1999, the *AISI Framework* and the *AISI Administrative Handbook* were published and distributed to school authorities and posted on the Alberta Learning website.

Table 1.1: Milestones in the Establishment of the Alberta Initiative for School Improvement

	Milestone	Date (1999)	Document
1.	School Performance Incentive Program (SPIP) announced in *Budget '99*	March 11	News Release
2.	Minister put SPIP on hold	June 9	News Release
3.	Minister met with stakeholder associations to develop a program to improve student learning	August 26	
4.	School Improvement Branch (SIB) established	August 27	
5.	SIB distributed proposed framework for AISI to 37 associations for feedback	October 1	Draft Proposed Framework for AISI
6.	Education Partners Steering Committee (EPSC) reviewed consolidated feedback from stakeholder associations and 6 partners, revised framework paper, and developed AISI program parameters and requirements	November 6 – 7	
7.	EPSC approved revised framework for AISI	November 18	
8.	Standing Policy Committee review and recommendation	December 7	
9.	EPSC reviewed and approved: • administrative handbook • dissemination package	December 13	
10.	Alberta Government Cabinet reviewed and approved AISI Program	December 14	
11.	Partners held AISI press conference	December 15	News Release
12.	SIB distributed school jurisdiction packages	December 23	*AISI Framework* *AISI Administrative Han*

Progress Toward Expected Outcomes

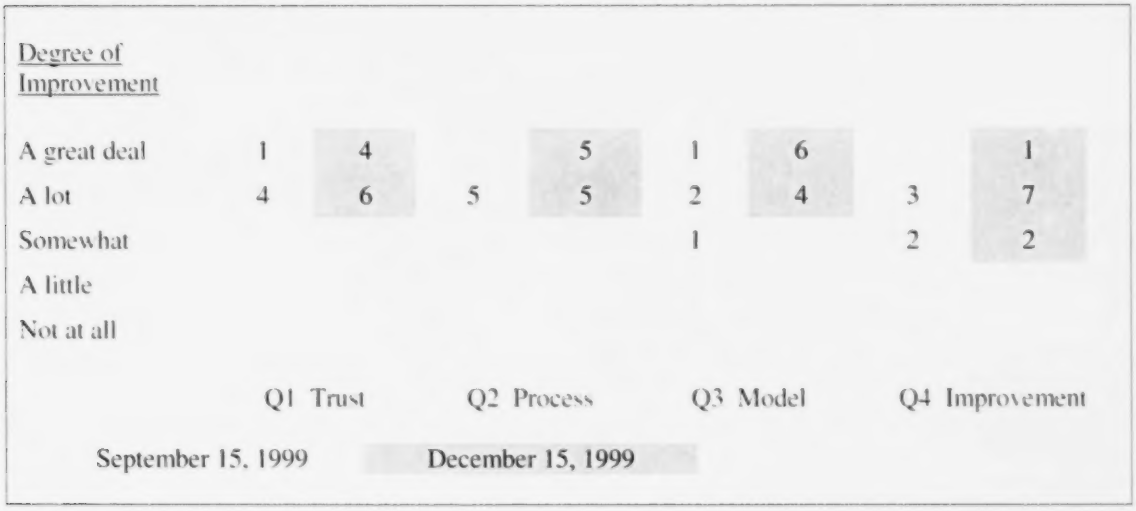
Alberta Learning monitored progress on each of the Minister's expected outcomes. The partners responded to a mini-survey and rated the degree to which they felt AISI was addressing the expected outcomes. They answered the following questions:

To what degree do you think that:

1. trust between your association and Alberta Learning improved on this initiative?
2. the AISI process has met your expectations for collaboration?
3. AISI is creating a model for future collaboration between Alberta Learning and external stakeholders?
4. AISI (goal, principles, key considerations) will result in improved student learning and performance after implementation?

Figure 1.1 presents the results of this survey at two points in time: September 15, 1999 shortly after the partners began work on AISI and December 15, 1999 after they had completed their initial developmental work. In September each of the five associations provided its perspective; in December each partner responded individually (10 respondents). The results indicate considerable progress in the partners' perceptions of trust, the collaborative process, the AISI model, and its potential for improving student learning.

Figure 1.1: Education Partners' Perceived Progress on Expected Outcomes of AISI



The AISI Program

AISI is an extension of Alberta's accountability framework that has been in place since the early 1990s. For example, since November 1996, school boards have been reporting to their publics on how well their students are performing on a variety of measures (Alberta Learning, 2000). AISI provides funding to school authorities for specific local initiatives to improve student learning and performance. AISI funding is targeted and is in addition to basic instructional funding.

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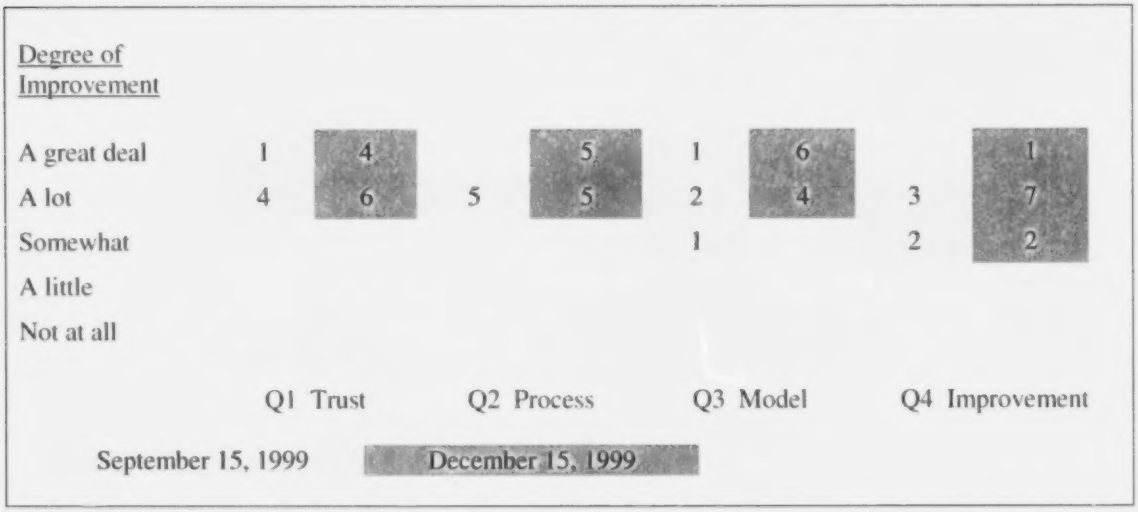

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The *goal* of AISI is to improve student learning and performance by fostering initiatives that reflect the unique needs and circumstances within school jurisdictions. It has *six principles:*

1. Funding will flow to school jurisdictions and charter schools based upon approved proposals.
2. Proposals may be multi-year (maximum of three years) but must have interim (at least annual) progress measurement targets. Continued funding depends upon evidence of success.
3. Funding consisting of an equal amount per registered FTE (Full Time Equivalent) student will be based upon the previous year's September 30th enrolment.
4. Jurisdiction proposals need to be linked to and become part of the current three-year planning and reporting process for purposes of the school jurisdiction's annual planning, reporting and accountability processes.
5. There will be an appropriate balance of local and provincial performance measures that includes approved quantitative and/or qualitative measures.
6. Project results will be shared with Alberta school jurisdictions and others while Alberta Learning will act as the "clearinghouse" on behalf of all partners.

Further elaboration of the principles is found in the *Framework for the Alberta Initiative for School Improvement* (AISI Education Partners Steering Committee, 1999). Administrative requirements and local and provincial processes are outlined in the *AISI Administrative Handbook* (AISI Education Partners Working Group, 1999).

Each partner organization is responsible for working with its own constituents to ensure the AISI principles are followed. The partners are continuing their collaboration to decide on priorities and to identify issues, challenges and enhancements to the AISI program and its processes.

In May 2000, AISI partners participated in a symposium at the annual conference of the Canadian Society for the Study of Education in Edmonton. The proceedings of this symposium, entitled *AISI Opportunities and Challenges*, provide the partners' perspectives on the first year of AISI development. All AISI materials are available on Alberta Learning's website at http://www.learning.gov.ab.ca/k-12/special/aisi

Mobilizing the Initiative

Between January and March 2000, AISI partners provided a series of planning supports to school authorities, including 12 overview presentations and over 20 intensive implementation workshops. In total over 1,000 people participated in these sessions. As well, under the leadership of CASS, the partners organized two sharing symposia (in Edmonton and Calgary) for school jurisdictions. More than 300 people attended these symposia.

A third support was an annotated bibliography posted to the Alberta Learning AISI website in January to help school jurisdictions begin their literature review. This online resource is fully searchable by author, title, key word, descriptor, and source. A fourth support was to fund the four Faculties of Education (University of Alberta, Faculté Saint-Jean, University of Calgary, and University of Lethbridge) so they could provide direct assistance and information to school authorities requesting advice on related AISI literature, improvement strategies, measures and evaluation, and other areas of local need.

Alberta Learning's Help Desk Team assisted AISI project co-ordinators in accessing the Extranet (a secure site for school authority data) and SIB staff assisted school authorities in working through the AISI online application and reporting form. All Help Desk and School Improvement Branch staff are available by phone, e-mail or fax for assistance as needed.

A project review and approval process was developed and distributed so that school authorities would know exactly how their applications would be reviewed. Each AISI project plan/proposal includes the following requirements:

1. project description
2. school community involvement
3. literature and research (citation and application)
4. improvement goal(s)
5. support of implementers
6. measures, baseline(s) and improvement targets
7. strategies
8. evaluation methods and data sources
9. ongoing administrative support
10. staffing requirement
11. budget projections
12. project expense percentages
13. certification by project co-ordinator
14. certification by superintendent

Project Funding and Scope

All school authorities in Alberta (ECS to grade 12) are eligible to receive AISI funding. The rate is $121 per registered student in grades 1 to 12 in public school authorities, $73 for private school students (60% of public school funding), and $61 for Early Childhood Services (Kindergarten) students. In the 2000/2001 school year, Alberta Learning provided $68 million for AISI.

There are 74 public (public, separate and Francophone districts, and charter schools) and 231 private school authorities (115 private school and 116 ECS private operators) in Alberta. Public school authorities have 469 projects that started in the first year (2000/01). Private authorities started 255 projects in the first year. Almost all (95%) of the projects are for three years. Tables 1.2 and 1.3 present the number and type of projects and 2000/2001 FTE students and funding. Appendix B provides detailed information on the actual financial results.

Table 1.2: Number, Type, and Annual Report Status of Approved First-Year AISI Projects

	Public	% of Public	Private	% of Private	Total	% of Total
School Authorities	74		231*		305	
Annual Report Status**						
Approved	457	**97.4**	252	**98.8**	709	**97.9**
Not Approved	0		3	**1.2**	3	**.4**
Not Completed	7	**1.5**	0		7	**1.0**
Under Review	5	**1.1**	0		5	**.7**
TOTAL	**469**	**100.0**	**255**	**100.0**	**724**	**100.0**

* 115 private and 116 ECS private operators
** As of June 25, 2002

Table 1.3: AISI 2000/2001 FTE Students and Initial Allocated Funding

2000/2001	Public	Private	ECS Private	Total
FTE Students	532,292	22,290	1,332	555,914
Funding	$64,407,332	$1,671,319	$162,443	$66,241,094

Table 1.4 and Figures 1.2 and 1.3 show that AISI projects are being implemented in the majority of schools in Alberta: 86.2% of all public schools and 73.2% of all private schools (including private ECS operators) were involved in at least one AISI project in the 2000/01 school year.

The projects address a wide range of themes including literacy, numeracy, technology, early intervention, and multiple intelligences. Chapter 2 provides elaboration of the projects.

Table 1.4: Alberta Schools Involved in 2000/01 AISI Projects

	Public		Private		Total	
Schools	Number	Percent	Number	Percent	Number	Percent
Involved	1,510	**86.2**	248	**73.2**	1,758	**84.1**
Not Involved	242	**13.8**	91	**26.8**	333	**15.9**
Total	1,752	**100.0**	339	**100.0**	2,091	**100.0**

Figure 1.2: Public Schools involved in 2000/01 AISI Pro

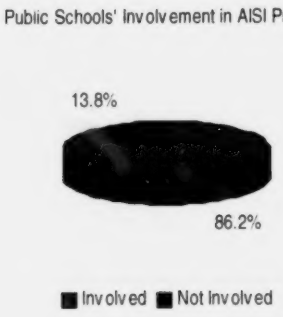
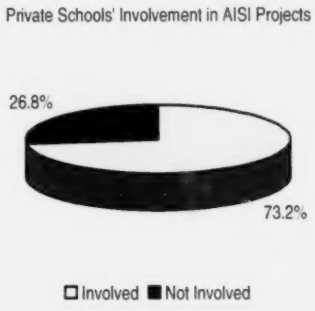


Figure 1.3: Private Schools involved in 2000/01 AISI Projects



2 The Alberta Initiative for School Improvement

What is AISI?

AISI is a unique school improvement initiative for the province of Alberta. The following attributes/characteristics can be used to describe AISI.

1. *A Partnership* – AISI is a partnership among teachers, superintendents, trustees, business officials, universities, parents, and government. The AISI partnership has resulted in building trust, collaboration, and teamwork among the education partners who represent diverse perspectives in providing education for children. Students are the beneficiaries of this strong and diverse partnership. By working together, the partners can develop new relationships, strategies, and practices that will provide long-term benefits to teaching and learning. This collaborative approach served as a model for other initiatives, for example, the Special Education Review.

2. *A Catalyst* – AISI is a catalyst for change. The common goal, targeted funding, partnership, positive climate, and supportive infrastructure are acting in concert to bring about significant change in teaching and learning. Time will tell if the AISI vision of systemic and sustainable school improvement is realized.

3. *Student focused* – AISI is focused on "what is good for students". It communicates a compelling future of school improvement that aligns with the long-term vision of Alberta Learning – optimizing human potential. Students are active participants in their learning and work with teachers and other education partners to reach their potential. The initiative will ultimately influence all students in basic learning (K-12) in the province. AISI lessons also will influence how future teachers are trained and the nature of the professional development teachers receive to enhance their repertoires of instructional practices.

4. *Flexibility* – The AISI goal – to improve student learning and performance through a reflection of local needs and priorities – focuses attention on students, while permitting those who deliver education maximum flexibility to address local priorities, needs, and conditions.

5. *Collaboration* – The initiative is taking place not only with the concurrence of all partners in the design and development of AISI, but also in schools and communities across the province. The sharing of promising practices is an important outcome of the collaborative process.

6. *A Culture of Continuous Improvement* – AISI promotes a culture of continuous improvement. Meaningful and sustainable school improvement requires collaboration, commitment, and effort. Professional development and ongoing administrative support are important elements in helping educators engage in continuous improvement.

7. *Evidence-based Practice* – AISI will establish empirical evidence that enhanced educational practices benefit student learning and performance. The use of multiple methods and data sources will give Albertans confidence in the results. As the body of evidence on successful practices emerges, government will review the findings and consider how these practices will impact education in the province.

8. *Research-based Interventions* – The themes relate primarily to literacy, numeracy, early intervention, differentiated learning, and technology. Because these are all areas that have a solid research base with a reasonable expectation that improvement will occur given the implementation of effective instructional strategies, AISI projects will establish the efficacy of these interventions in the Alberta context.

9. *Inquiry and Reflection* – Many factors affect student learning. A decline in a particular measure needs to be investigated in light of other sources of data for judging whether teaching strategies are working. Strategies that did not work as predicted in a particular situation will also contribute to understanding. Apparent failures can provide important indications of what needs to change and how another approach might be more successful. Reflection leads to improved understanding and thoughtful changes to instructional practice. The time frame of the initiative allows for continuous improvements in teaching practice.

10. *Building Capacity and Sustainability* – Professional development will continue to ensure that teachers and students benefit from the emerging knowledge, practices, and technologies that are being developed through AISI. Teaching and learning resources developed and/or acquired through AISI will benefit Alberta's students in the future.

11. *Longitudinal* – Four years of results will provide longitudinal evidence of what works and what might be adapted and implemented province-wide and elsewhere for the benefit of Alberta students.

12. *Knowledge* – AISI will contribute to the body of knowledge about teaching, learning, and instructional improvement. The AISI family will share this knowledge widely through conferences, reports, the Clearinghouse, and other dissemination strategies.

The AISI Projects

AISI is a province-wide school improvement program in which individual school authorities (through collaboration and prioritization) decide (1) which areas of student learning and performance need attention, (2) how to go about improving these areas (new teaching strategies), and (3) how to provide evidence that improvement has taken place (measuring student performance). School authorities chose to operationalize AISI in the first year by way of 721 projects.

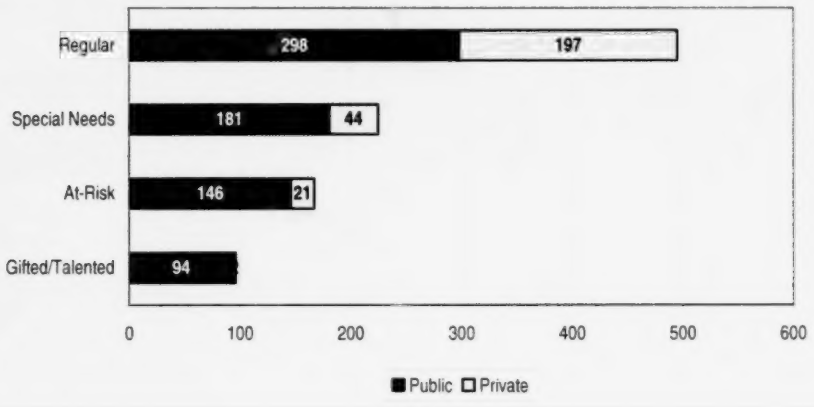
Project co-ordinators were asked to identify the primary characteristics of their projects. Appendix C identifies the categories established to classify projects according to type of student served (target population), themes, subjects, teaching strategies, and types of measures.

The following subsections provide a description of the AISI projects according to target population, themes and subjects, and teaching strategies. These summarized descriptions are based on the approved project plans. Appendix D provides the supporting tables for each figure in the subsequent sections of this chapter.

Targeted Students

Students were classified into one of ten categories. As with all the categories, more than one category could be selected. Figure 2.1 presents the major groups of students targeted by AISI projects. Table 2.1 in Appendix D provides the details. Regular students were included in 298 public projects (63.5%) and 197 private projects (78.2%). Special-needs students were included in 181 public projects (38.6%) and 44 (17.5%) private projects. Almost a third of public projects (31.1%) targeted at-risk students while a fifth (94 projects) included gifted and talented students.

Figure 2.1: Major Groups of Students Targeted by AISI Projects



Themes and Subjects

AISI projects were classified according to 21 themes. Figure 2.2 presents the nine most common themes. The major themes for public projects were capacity building [primarily through teacher professional development (36%) and the purchase of teaching and learning resources (18.6%)], technology (17.5%), behaviour/school climate (11.9%), and parent/community (11.1%). Professional development overlaps with most of the other themes indicating that it was integral to the projects. Private school authorities used their AISI funds primarily to purchase resources [including equipment, books and library upgrades] (48.4%), followed by professional development (19.4%).

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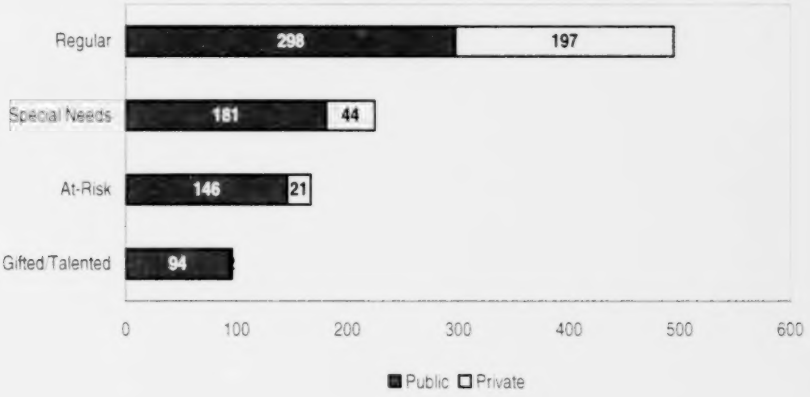

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Figure 2.2: Major AISI Project Themes

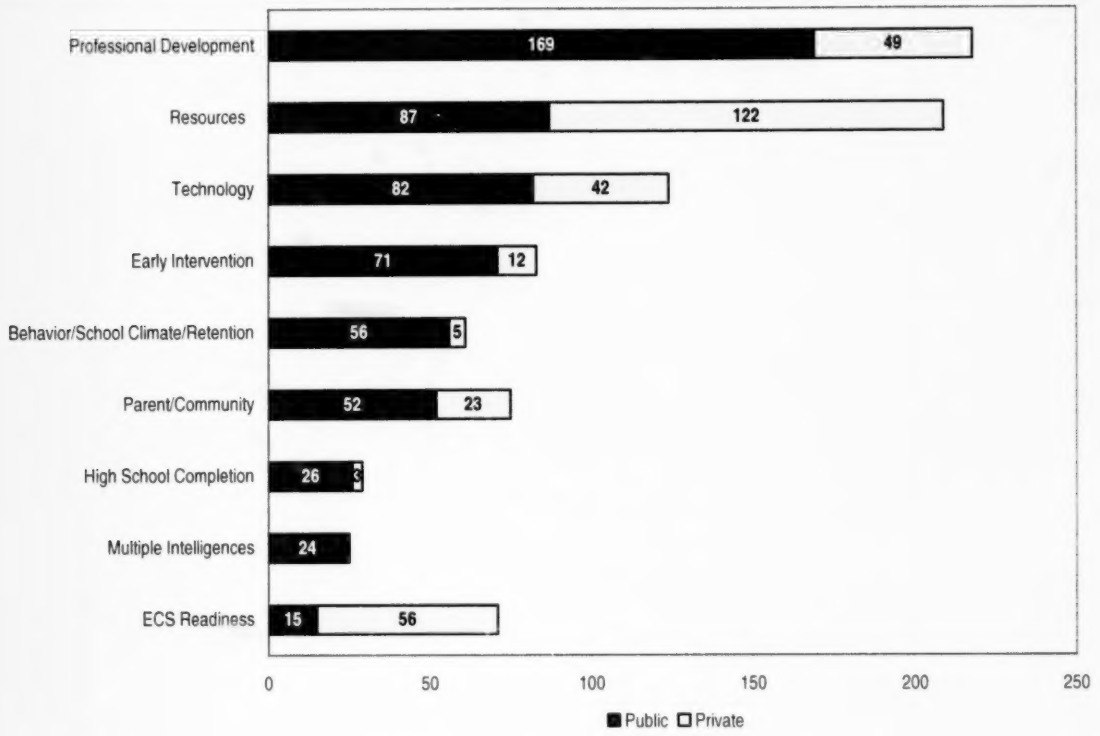


Figure 2.3 presents the major subject areas. The overwhelming areas of interest were literacy and mathematics. Literacy accounted for 39.4% of the public projects and 26.2% of the private projects. Mathematics accounted for 18.9% of the public projects and 10.3% of the private projects. Thirty-five public (7.5%) and 21 private (8.3%) projects focused on all the core subjects (language arts, mathematics, social studies, and science). Other projects targeted one or two core subjects such as science and social studies while others focused on elective subjects or a new curriculum. A small number of both public and private projects (4.3% and 4%, respectively) focused on the fine arts.

Figure 2.3: Major Subject Areas of AISI Projects

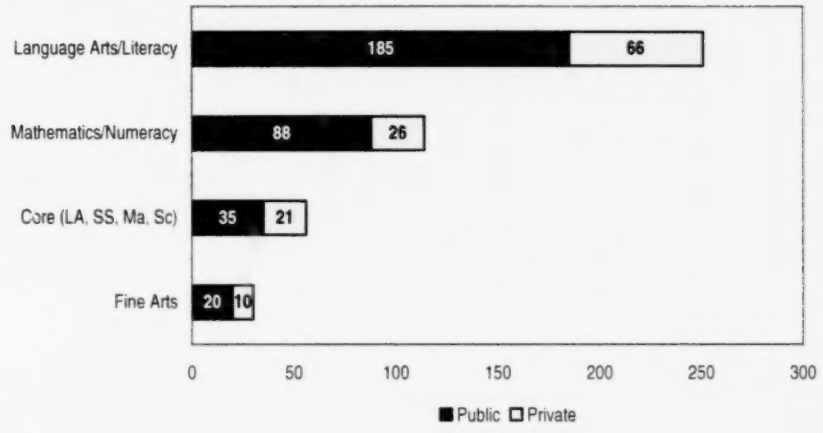
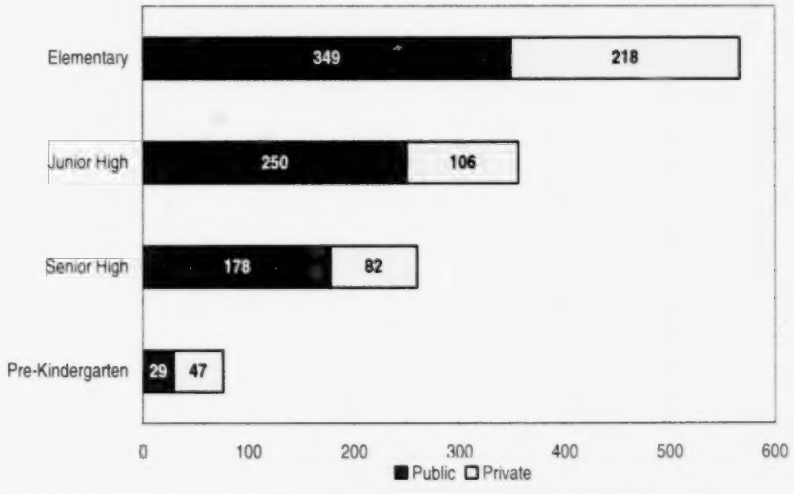


Figure 2.4 presents the distribution of projects across grade levels. Since many schools in Alberta encompass several grades, there is considerable overlap. The majority of the projects included students in the elementary (Kindergarten to grade 6) and junior high (grades 7 to 9) levels. See Table 2.4 in Appendix D for details. Most public (74.4%) and private (86.5%) projects included the elementary level. More than half of public (53.3%) and four in ten private (42.1%) projects included junior high students. About a third of the projects included high school (grades 10 to 12) students (38% public and 32.5% private). Twenty-nine public projects (6.2%) and 47 private projects (18.7%) included pre-school children (those not yet in Kindergarten).

Figure 2.4: AISI Projects By Division/Grade Level



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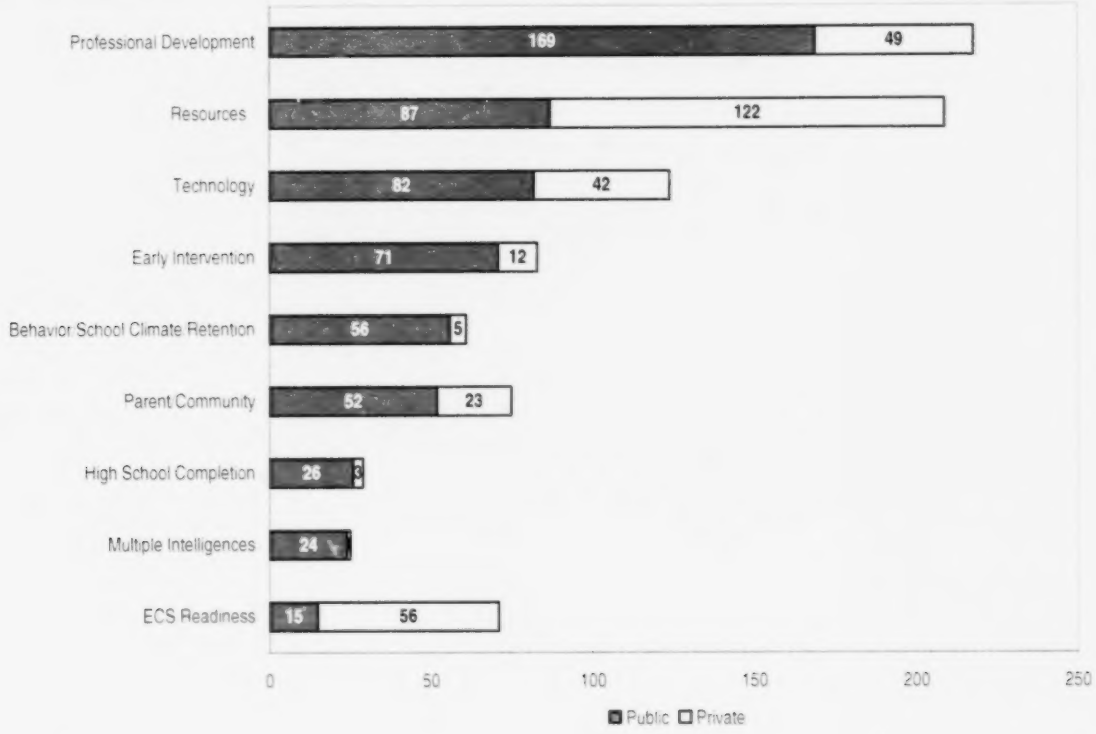

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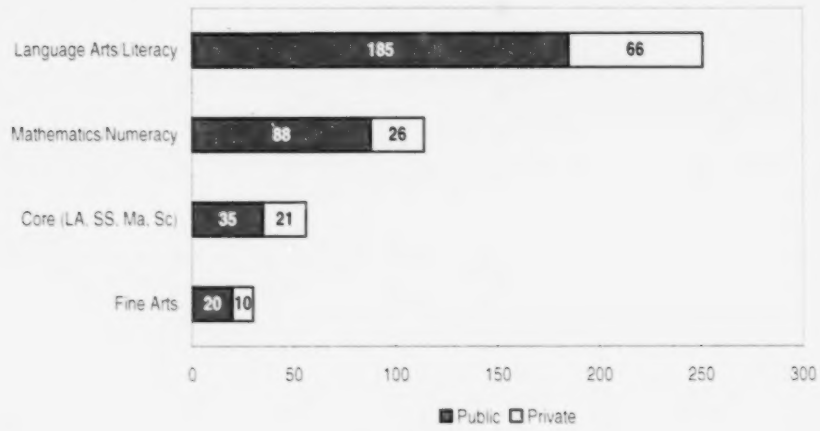

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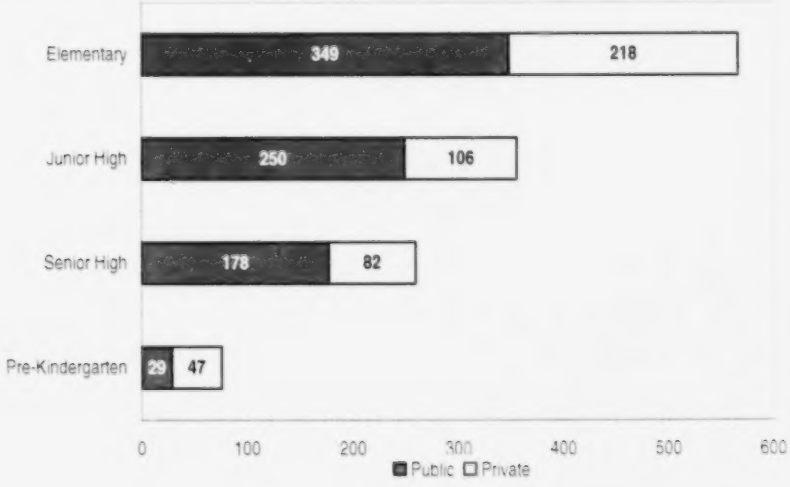
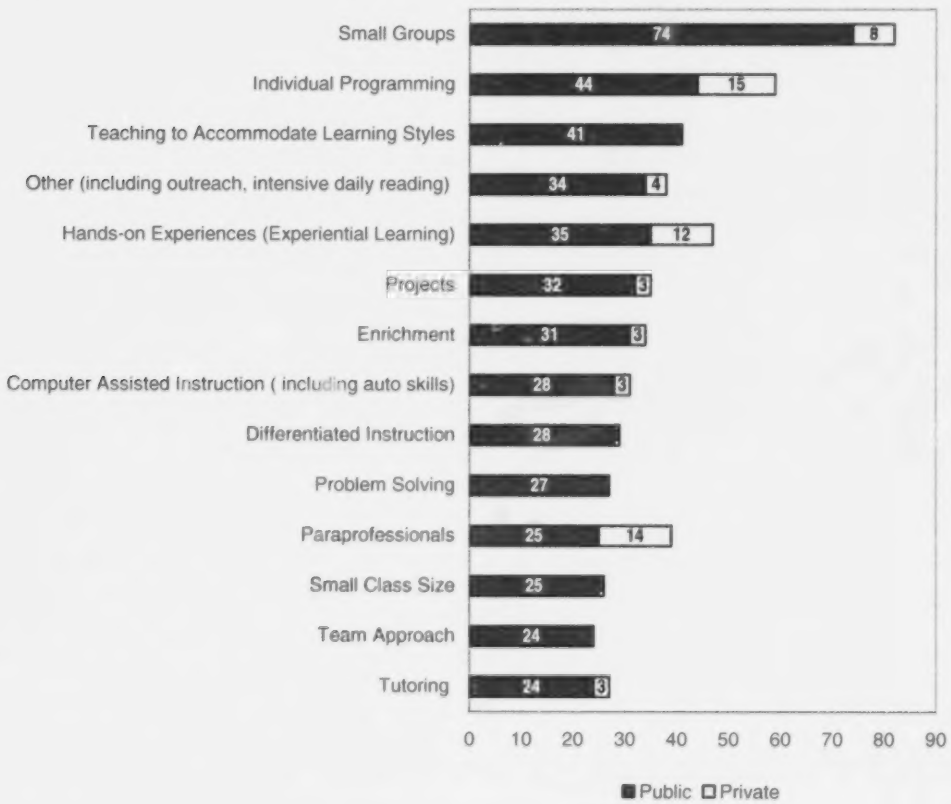


Teaching Strategies

Teaching strategies were coded into one or more of 27 categories. Most projects used two or more teaching strategies. Figure 2.5 presents the results in descending order of frequency of the 14 most common strategies (each accounting for 5% or more of the public projects). The most widely used public teaching strategy was small groups (74 projects, 15.8%). This was followed by the use of individual programming (44 projects, 9.4%) and teaching to accommodate learning styles (41 projects, 8.7%). The remaining commonly used strategies ranged from 35 projects (7.2%) using experiential learning to 24 projects using tutoring (5%).

Private projects used 18 teaching strategies. The three most common teaching strategies were individual programming (6%), use of paraprofessionals (5.6%), and experiential learning (4.8%). The remaining strategies used in more than five private projects included small groups (8 projects), workshops (7 projects), and alternative delivery (6 projects).

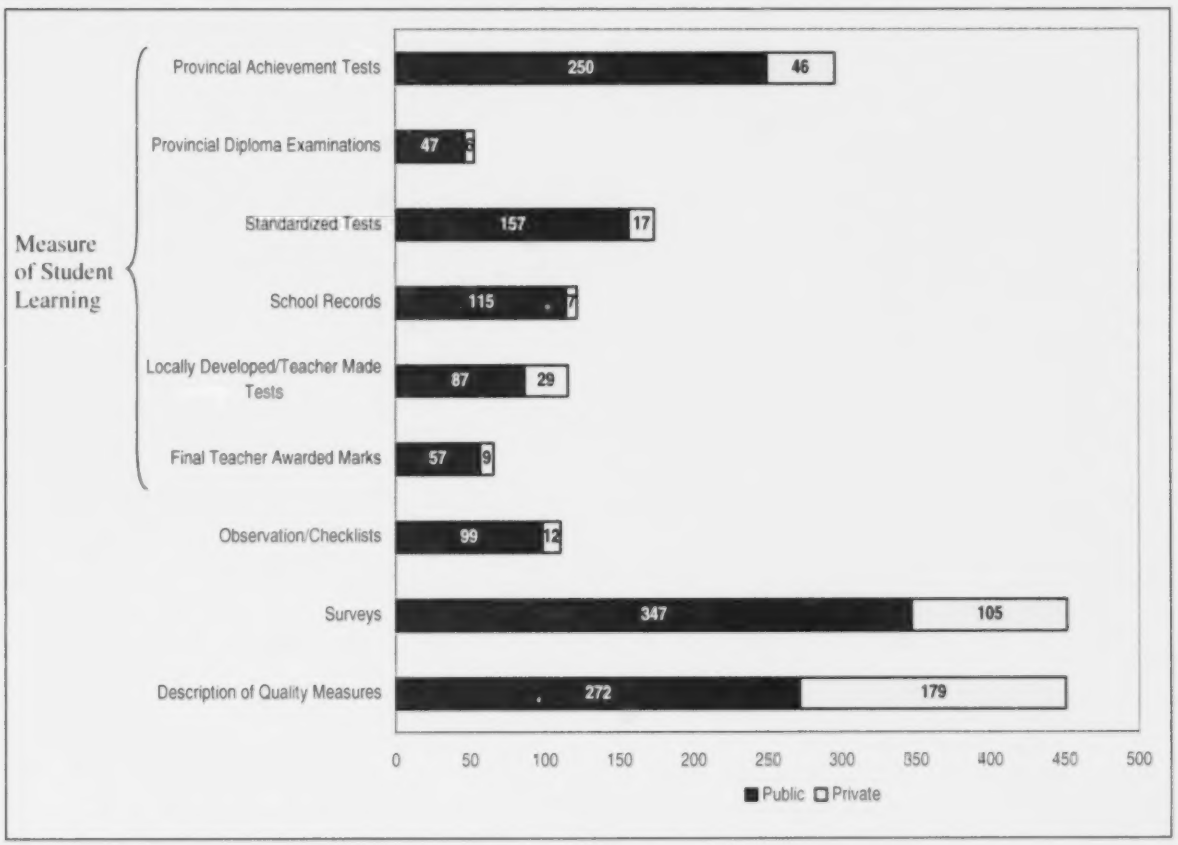
Figure 2.5: Teaching Strategies in AISI Projects



Types of Measures

Every project had at least one quantitative measure of student learning. These measures included Provincial Achievement Tests (PAT), Diploma Examinations (DE), standardized tests such as Canadian Tests of Basic Skills, Gates-McGinitie and Brigance Tests, and local teacher tests (see Figure 2.6).[1] The results of these measures are used to assess how well AISI interventions are improving student learning. While indicative of what is happening in the school, a single year of results precludes any definitive conclusions about the success of individual projects.[2]

Figure 2.6: Types of Measures Used to Provide Evidence of Student Learning



[1] Also, each school authority was required to have a balance of 60% locally determined measures (e.g., standardized tests and teacher tests) and 40% provincially determined (i.e., PAT or Diploma Exam) measures.

[2] The *AISI Administrative Handbook* (1999, p. 13) indicates that more than one year of data is required to achieve success. An apparent decline in a single year may not be a reflection of lack of success but would need to be investigated further.

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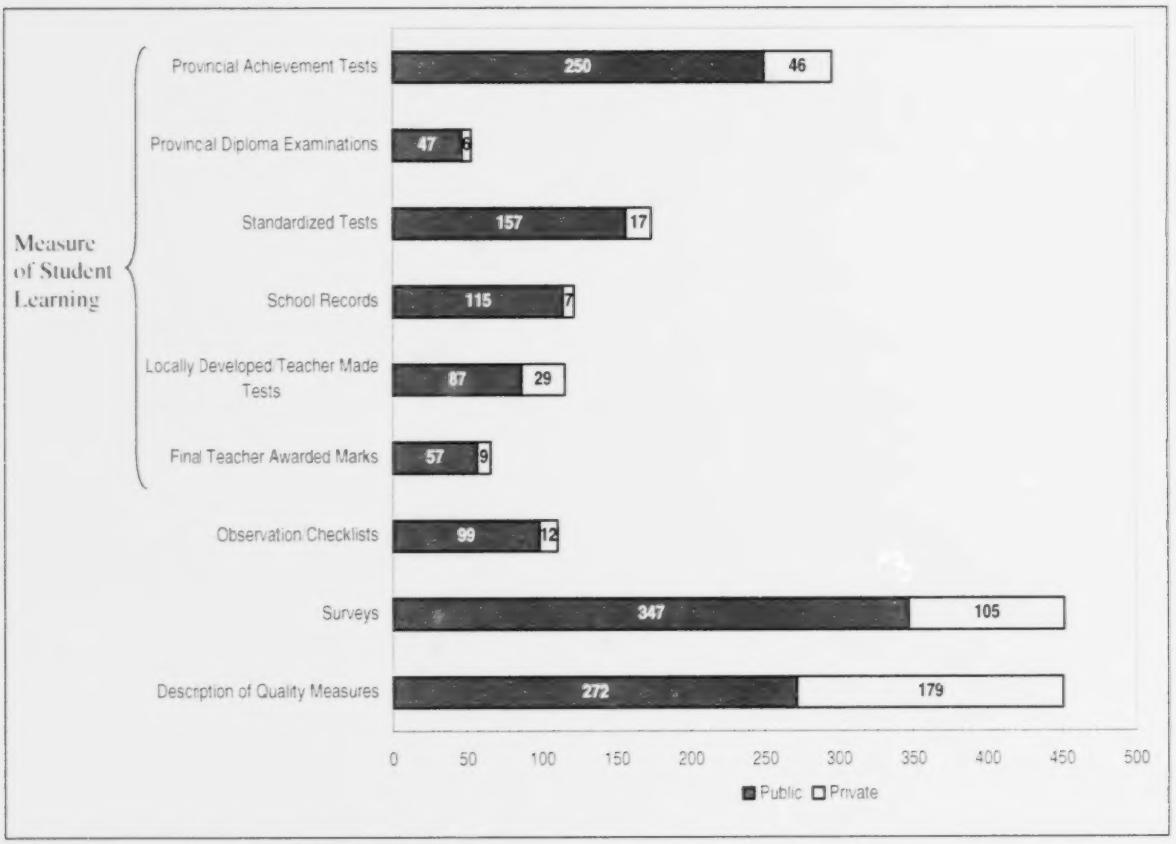

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3 Implementation Support

The Online System

The efficient and effective management of the various AISI business processes is a prerequisite to the success of the initiative and the discharge of accountability. The project review and approval and internal management systems were developed shortly after AISI was announced and have since undergone many refinements to enhance their capacity and performance. The resulting extranet AISI management system is used for submission of project proposals and interim and annual reports. The School Improvement Branch uses the system to review and approve project proposals and reports and communicate decisions to school authorities. The system also enables school authorities to review and update their project plans and share information. The extranet system is a legacy of AISI that may be used to manage future school improvement initiatives. Table 3.1 summarizes the components and functions of the AISI Management Information System.

Table 3.1: Functions of the AISI Extranet System

Project Functions	SIB Functions
Project Proposals	Operational Reports
Interim Reports	Financial Reports
Project Revision	AISI Updates
Annual Reports	Searching Mechanism
Online Help	Review and Approval
Review and Certification by Superintendent	

School Visitations

The School Improvement Branch provides significant support to AISI project co-ordinators and staff. This support is provided by telephone, electronic mail and through on-site visitations with school authority staff.

The visitations are important for supporting the successful implementation of AISI projects and provide opportunities for:

1. Hands-on assistance, sharing current information, and discussion of current issues.
2. Reviewing project progress (e.g., comparing actual performance with established targets) and monitoring the actual against budgeted expenditures.

3. Building collaboration, enhancing trust, and strengthening the relationships between SIB and local AISI co-ordinators and staff.

In spring 2001, SIB staff visited with staff in the public school authorities (public and separate school authorities, charter schools, and Francophone school authorities). In total, 65 out of 74 public, separate, Francophone and charter authorities were visited. A summary of the SIB observations follows.

1. Virtually all school authorities were very pleased and positive about their AISI projects and the concepts upon which they were built.
2. Virtually all school authority projects were progressing as planned and as expected (very well).
3. The vast majority expressed appreciation for the visits and the assistance given; no one expressed dissatisfaction.
4. During school-site visits, SIB staff observed passionate excited and committed professionals who are enthusiastic about their AISI projects.
5. Some concerns were expressed about the writing of the project proposal and the interim progress report. Some felt requirements were onerous.
6. The primary difficulty for many authorities is slow internet/extranet access through dial-up telephone systems.

The one-on-one assistance was well received by the AISI co-ordinators. Based on these observations, SIB is committed to continuing visitations with the school authorities. With the removal of the spring Interim Progress Reports for ongoing projects, SIB staff members have reallocated their time to include more in-depth visitations in spring 2002.

Workshops

The success of AISI rests on the implementation of projects by local project co-ordinators and local project staff. With more than 720 projects under way in Alberta, the School Improvement Branch must communicate regularly with the many project participants to ensure a shared understanding of the scope and objectives of the overall initiative.

While SIB staff can provide direction to local co-ordinators and project staff, the collaborative process underpinning the initiative demands communication among all AISI participants. It is essential for local co-ordinators and project staff to have opportunities to share ideas and discuss challenges with their counterparts in other school authorities. Accordingly, SIB and its partners sponsored nine workshops for AISI co-ordinators between October 2000 and May 2001. The workshops had three main objectives:

1. Discussion of a key topic relevant to the co-ordinators at the time (e.g., the roles and responsibilities of co-ordinators (in fall 2000), completing the Interim Progress Report (in March 2001), and sustaining professional development (in May 2001).
2. Opportunities to network and meet fellow co-ordinators.
3. Opportunities to share information.

The majority of participants at the workshops were AISI co-ordinators and project leaders. Central office administrators, teachers and school administrators also attended. Table 3.2 summarizes the workshops.

Participants were asked to rate the quality of the workshops and provide written feedback. Generally participants appreciated the opportunities for networking and information sharing, the clarification of issues, and the opportunities for small-group discussion with their peers. Suggestions for improvement related to the facilities set-up and the time available for small-group discussions. Participants' representative comments for the fall, spring, and regional PD workshops follow Table 3.2.

Table 3.2: Summary of AISI Workshops from November 2000 to May 2001

Workshop	Purposes	Overall Rating*	Number of Participants
Fall Workshops Calgary, October 30, 2000; Edmonton, November 2, 2000	1. To establish a network 2. To understand the co-ordinator's role and responsibilities 3. To share information	8	217
Spring Workshops Edmonton, March 5, 2001 Calgary, March 8, 2001	1. To update participants on the current issues related to managing AISI projects including a focus on the April Interim Progress Report 2. To share information and provide direction on measurement and data collection 3. To provide networking opportunities	8	301
Regional PD Workshops Innisfail, May 3, 2001 Edmonton, May 9; 2001 Grande Prairie, May 14; 2001 Lethbridge, May 16, 2001 Calgary, May 17, 2001	1. To share and examine information about the AISI projects and professional development, 2. To present models and characteristics of effective professional development which link to school improvement and enhanced student learning, 3. To identify powerful strategies for professional development, 4. To identify sources of professional development assistance, 5. To plan professional development for AISI projects in 2001/2002	93% rated workshop as good or excellent	193

* Scale of 1 to 10, 10 being highest

Sample of Workshop Participants' Positive Feedback

FALL 2000

- *The ability to network with others involved in similar projects and along with it the reminder that this is an ongoing process.*
- *The opportunity to meet and share – an incredible amount of learning can be acquired through the networking and sharing.*
- *Work in the small groups very beneficial – more of this is needed.*
- *Very well organized – moved along quickly – informative.*

SPRING 2001

- *The opportunity to hear from others about not only projects but concerns, stumbling blocks, anxieties, positives, etc.*
- *It's very valuable to have the chance to clarify issues for ourselves and to get some validation that the work we're doing so far is valid.*
- *I was put at ease with regards to data collection, measures, targets and baselines.*

REGIONAL PD WORKSHOPS

- *Lots of ideas and information provided, lots of sharing.*
- *Well organized, lots of pertinent information, lots of great activities.*
- *Handouts, activities, being able to talk to others.*

Sample of Workshop Participants' Constructive Feedback

FALL 2000

- *My jurisdiction is already very clear about AISI technical requirements - so it might have been better to host beginner-intermediate-advanced workshops.*
- *Would have liked more time to talk to people from other jurisdictions.*

SPRING 2001

- *Not enough examples. I'd love to hear from those in the trenches. Let's see live examples!*
- *The important information was presented in the afternoon. Should have been given in the morning.*
- *Need more time to work together in smaller groups.*

REGIONAL PD

- *More time should be spent with the people that have similar AISI projects, (e.g., math improvement).*
- *Less time spent discussing "What is good PD" and more time spent sharing examples of good PD in each district.*
- *Grouping similar "projects" together for exchange.*

First Provincial AISI Conference

The first provincial AISI conference took place November 1-2, 2001 in Edmonton. Because it celebrated the first year of implementation, it is included in this report. In total, 444 delegates attended the conference from across Alberta. Conference participants included teachers, parents, superintendents, trustees, university personnel, and MLAs. The Minister of Learning provided special funding of $220,000 to cover conference costs.

Participants were requested to complete an evaluation form prior to their departure. Of the 444 participants, 150 (34%) completed the survey. A detailed report on the survey can be obtained from the School Improvement Branch. The survey invited respondents to rate three areas (the program, importance/usefulness, and overall rating) and to comment on six aspects of the conference: positive and negative features, organization, value of conference, suggestions for future conferences, and general comments. Table 3.3 summarizes the findings.

The conference was very well received. The main purpose was to showcase AISI projects in order to foster extensive sharing. A total of 65 individual projects were highlighted in the various breakout sessions, with 20 projects highlighted more than once. Most participants attended at least two of the three breakout sessions. Representative comments are found in Appendix E.

The overall sentiment of the conference can be summed up by the following quotation from a conference delegate:

> *Thank you for creating the AISI initiative; the passion from these projects was so evident throughout these two days. Students and teachers, all stakeholders, are the true benefactors of these projects. Thank you for supporting our schools. Can't wait till next year's conference.*

Table 3.3: Summary of the Evaluation of the Conference Sessions

Session	**Importance/ Usefulness** (Quite & Very) %	**Rating** (Very Good & Excellent) %	Representative Comments
Showcase Sessions	87	66	*The showcase sessions were informative and helpful. It was great to network with others regarding projects and revisions. A very positive experience.*
Poster Presentations	75	71	*The energy, excitement and pride everyone displayed regarding their projects.*
Keynote Address	75	70	*Dr. Levin, the mingling, the ideas, some very impressive projects. It gives hope.*
Information Sessions	74	65	*I really enjoyed the information sessions. I found them very practical. I wish I could have attended more than one.*

The AISI Clearinghouse

Sharing the findings of the various improvement initiatives both within and among schools and school authorities is a key component in achieving the goal of sustainable improvement. A public Clearinghouse on the Internet will facilitate sharing among educators and dissemination to a broad audience that may include anyone who has access to the worldwide web. Developmental work began in July 2000 when the AISI Clearinghouse Education Partners Working Group was established.

The primary purpose of the public AISI Clearinghouse is to *share* what is learned through AISI projects individually and collectively about how to improve student learning and sustain school improvement. The Clearinghouse will serve the needs of multiple audiences. It is essentially a *communications vehicle* that can further discussion among educators and the public on school improvement. Making use of the latest electronic technology, it will permit viewers to access and retrieve information quickly and permit links to related materials. In addition to facilitating "teachers talking to teachers" about their experiences with school improvement, the Clearinghouse will inform education policy and decision makers at the local school, school authority, and provincial levels. It also will provide a database for educational researchers and analysts.

The *contents* of the Clearinghouse will be the AISI project proposals, reports, products, tools, and promising practices. It will provide different levels of detail from a high-level synthesis of projects by user-selected categories to synopses of projects and rich descriptions of outcomes, practices and teacher insights.

Access and retrieval to and from the Clearinghouse will be through a hierarchical model (generalized/synthesized to specific details) with multiple linkages at any stage using a drill-down approach. Access will be user-friendly and efficient.

The Clearinghouse will be *dynamic* (continuous updating) and *interactive* (through extensive navigational capabilities). With the continuing collaboration of the AISI partners, it will become not a static warehouse of "things past", but rather a model of collective learning and wisdom in the pursuit of improving the education of Alberta's students.

Components

1. **Website and Synthesis –** This component has two major parts: a way to access different types of information in the other components of the Clearinghouse, and high-level syntheses of what has been learned through AISI projects.

2. **Approved AISI Projects –** This component consists of the project plan details for approved AISI projects and a brief synopsis of each project.

3. **Rich Description –** Rich description refers to documentation that helps to explain successes and failures of projects. This *optional* component will include products, tools and promising practices that encompass broad, subjective, and in many cases, anecdotal information on instructional strategies and teachers' insights. This information will be fundamental to

helping others understand school improvement efforts and how they work. It will assist schools and/or authorities that want to replicate a particular project.

Issues

The Clearinghouse was developed with extensive input from the AISI partners. It was presented and discussed at all AISI workshops and at the 2000 CASS Issues Forum. In February 2001, an electronic survey was distributed to superintendents so they could provide further input on a number of issues that had been identified. In total, 37 of the 64 (58%) public and separate superintendents responded. Four in five school authorities were in favour of the Clearinghouse as planned. The major concern expressed was the time and effort required to complete rich descriptions. Superintendents wanted any such information to be optional. Respondents identified a number of barriers to implementing the rich description component, including time, money and effort, expertise/support and in-service, format/scope/requirements, FOIP/copyright issues, and comfort with technology. Some sample comments follow:

> *Time is a big concern, both for developing the "rich description" and in reading the finished products.*
>
> *Co-ordinators and teachers will need lots of in-service on what this all looks like. Workshops, on-line, and hard-copy examples will be necessary.*

Decision

As a result of the input from school authorities, the AISI partners decided to make the rich description component optional. They further agreed to provide assistance to school authorities in preparing the rich description they wished to include.

For schools and school authorities to benefit fully from the diversity of AISI projects, it is imperative that they have access to the depth and breadth of material generated in support of the projects. Optionality permits school authorities to choose whether or not to document their developmental work, which can be labour intensive. Small projects with small budgets would, therefore, not divert scarce resources from their AISI intervention to this optional documentation. Explicit and rich documentation of the products, tools, instructional strategies, and promising practices will provide the means for the meaningful interpretation of the findings. The "W5" of improvement strategies (what, why, who, when, where) will help others share successful approaches and avoid strategies that did not meet expectations.

4 Outcomes

One year of AISI is insufficient to provide definitive conclusions about the initiative. However, the first year's results indicate that progress has been made in a number of key areas: development of measurement tools, project outcomes, project teams' professional judgment about what transpired during the first year, and the impact on schools.

Measurement Tools

Evidence-based practice dictated that AISI projects have an appropriate balance of quantitative and qualitative measures. Most projects that focused on cognitive outcomes used provincial achievement tests and diploma examinations as indicators of success. These tests have the advantages of long-term use by teachers and extant analyses and reporting, which means school staff do not need to expend resources in test development, analysis and reporting. However, these tests and exams cover only four grades (3, 6, 9 and 12), so projects that include students in other grades needed to find other measures. In addition to the provincial tests and exams, school authorities are using more than 40 other assessment instruments (e.g., Canadian Tests of Basic Skills, Gates-MacGinitie Reading Tests, Schonell Tests, Brigance Tests).

Many projects have affective and behavioural goals. Such projects do not lend themselves to standardized assessment so project teams had to develop or adapt local measures. While these instruments may be valid for a particular project, outsiders may question how applicable they are for other projects. Local measures also require a great deal of work in analyzing, interpreting and reporting results. Most local data come from administrative sources (e.g., attendance) or surveys. Because these measures generate quantitative data, it is possible to summarize findings over projects with similar themes and/or strategies.

Public projects used 2,500 measures with numbers per project ranging from one to 51 measures. Private projects used fewer measures for an overall total of 376 with a range for any given project of one to nine measures. On average, public projects used six measures, usually a combination of qualitative and quantitative measures, to determine the impact of their project during the first year of implementation. Private projects used an average of two measures.

Table 4.1: Incidence of Quantitative and Qualitative Measures

School Authority	Quantitative	Qualitative	Total	Range	Average # of Measures
Public	1,720	780	2,500	1-51	6.3
Private	228	148	376	1-9	2.3
All	1948	928	2,876	1-51	5.2

Narrative approaches to provide evidence of success also were encouraged. Project co-ordinators could describe what happened and then rate how well they achieved their intent. In the AISI Project Annual Report (APAR), this is called "description of quality measures". As well, project co-ordinators were encouraged to provide comments, observations, and suggestions that may be germane to the present and future results of the project.

Table 4.2 presents the distribution, number and percentage of descriptions of quality measures. Almost half (44.3%) of the public projects included one such measure compared to 77.4% of the private projects. Four in ten public projects (39.4%) and 21.5% of private projects used two or three such measures.

Table 4.2: Distribution of Descriptions of Quality Measures

	Public		Private	
Number of Measures	Number of Projects	% of Projects	Number of Projects	% of Projects
1	136	**44.3**	137	**77.4**
2	61	**19.9**	29	**16.4**
3	60	**19.5**	9	**5.1**
4	22	**7.2**	2	**1.1**
5	16	**5.2**	0	**0.0**
6-10	10	**3.3**	0	**0.0**
11-20	2	**0.6**	0	**0.0**
Total	307	**100.0**	177	**100.0**

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Project Effects and Results

Comparing First Year results to Targets and Baselines

Each project had to establish a baseline and improvement target for each measure, except for the *descriptions of quality* measures discussed above. The baseline represents student performance prior to the intervention. Project co-ordinators were advised to use three-year averages as the baseline if using a provincial achievement test or diploma exam. In the absence of past performance data for a new measure, first-year results could be used as the baseline for a project.

Project teams were required to set realistic improvement targets for each project year. Figure 4.1 presents two examples: a provincial achievement test with a three-year average baseline[3] and a new student survey for which the first-year results serve as the baseline.

Figure 4.1: Illustrative Examples of Results from AISI Project Annual Reports (APAR)

Measure	Baseline	2000/2001		Number* Measured
		Target	Actual	
Grade 6 English Language Arts	82.5	84.0	83.0	100
Baseline Comment Three-year average of the % of students achieving the acceptable standard on the provincial achievement test in the school (1998, 1999, 2000).				
(**) APAR Comment Students did not reach the target because we were unable to implement all strategies as expected. The slight improvement over the baseline suggests we are on the right track.				
Student Survey	85		85	92
Baseline Comment Our first-year actual results in June 2001 will establish our baseline.				
(**) APAR Comment 85% of our grade 6 students agree that they are improving their writing skills. The response rate was 92% (92/100 students).				

Note: White areas are carried forward from the current approved version of the project plan; shaded areas require completion for the first-year annual report (APAR)

* For quantitative measures: number of students who were tested or measured; for qualitative measures: number who responded to the survey, interview or other type of measurement instrument.

** Please interpret the results/findings, and if target not met, MUST explain.

[3] The use of a three-year average is generally a good practice, however, in this instance additional clarification may be necessary. Historically, student achievement has followed a trend with minimal fluctuations. Between 1998 and 2000, results rose significantly during the province's implementation of accountability practices such as standardized large-scale assessment, development of education plans and public reporting of education results.

Figures 4.2 and 4.3 present the summarized results on the quantitative and qualitative measures for all approved projects. Eighty percent of the public projects and 83% of the private projects met or exceeded their targets on half or more of their of measures. A higher percentage (94%) of both public and private projects showed improvement on half or more of measures over the baseline.

Figure 4.2: First-Year Results Compared to Targets

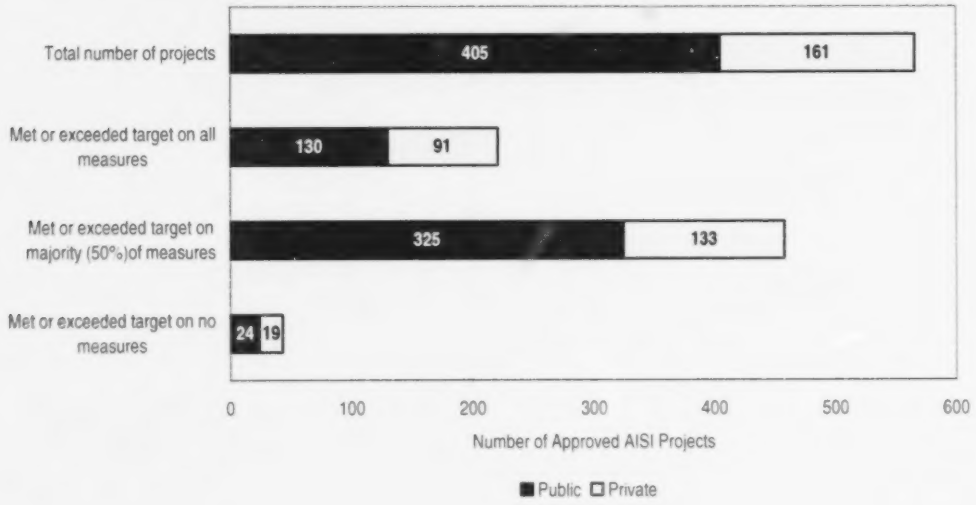
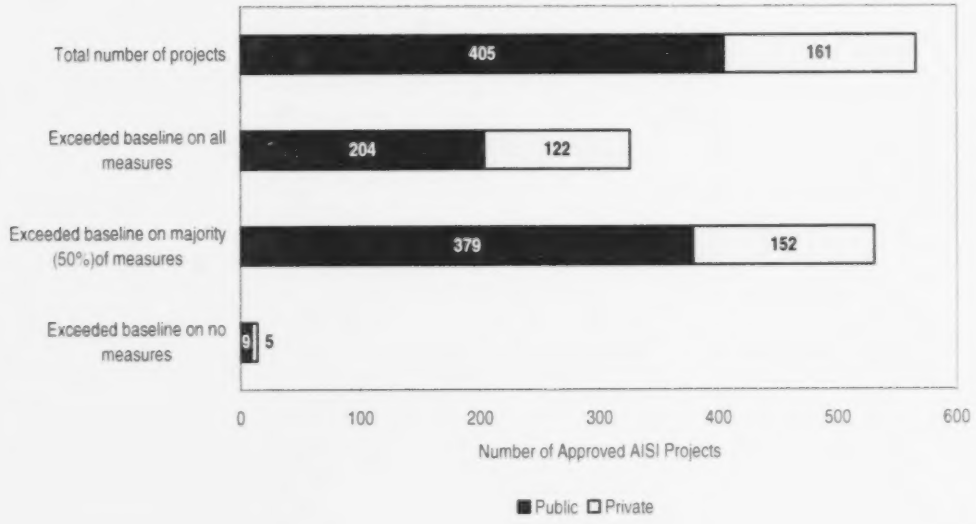


Figure 4.3: First-Year Results Compared to Baselines



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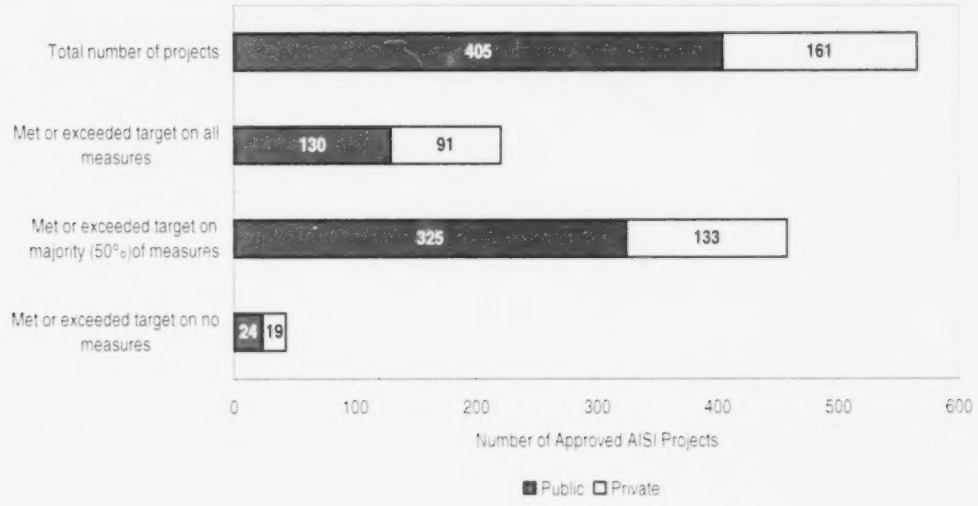

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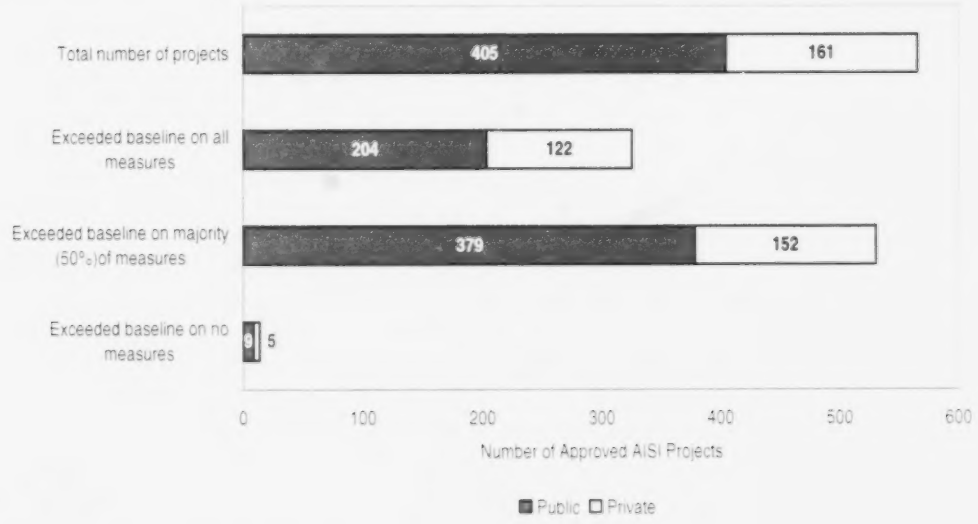


Magnitude of Project Effects

The preceding figures indicate the percentage of projects that met or exceeded their baselines and targets. They do not tell us the magnitude of the improvement. To determine the extent to which AISI projects improved over the baseline, all measures were converted to a common scale. This method permits comparison of improvement regardless of the type of measure (test, survey, etc.) that the school authorities used. An effect size expresses the increase or decrease in standard deviation units.

Effect Sizes
An effect size of 1.0 indicates an increase of one standard deviation, typically associated with advancing children's achievement by one year, improving the rate of learning by 50%, or a correlation between some variable and achievement of approximately 0.50 (Hattie, 1992, pp. 5-6).

For each measure, the baseline and first-year result were converted to standardized (z) scores with a mean of zero and a standard deviation of 1. The effect size for each measure was determined by the difference between the z scores for the baseline and the first-year result and then averaged over the measures for each project. These average effect sizes were grouped into categories of small, medium, and large. An effect size of 0.20 can be considered small, 0.50 can be considered medium, and 0.80 can be considered large (Cohen, 1988, pp. 25-26). Effect sizes below 0.2 are considered trivial while those above 0.4 of a standard deviation suggest moderate improvement over the baseline. The percentages of projects in different ranges of categories are shown in the charts below. See Appendix G for further elaboration.

Figure 4.4 presents the results of AISI project participation using quantitative measures. The results were similar for both public and private projects. Approximately a third of the projects (31% public and 32% private) demonstrated moderate or large effects after one year of implementation. About 21% of public and 26% of private projects demonstrated small effects. One in seven projects (14% public and 13% private) saw a decline in performance on the quantitative measures.

Figure 4.4: Magnitude of Effect Sizes (Quantitative Measures)

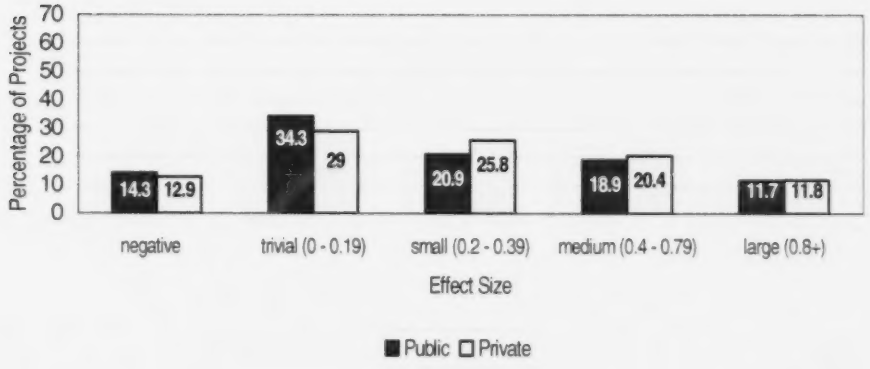


Figure 4.5 presents the results of public projects that used the provincial achievement tests (grades 3, 6, 9) and diploma examinations (grade 12). These assessments represent a subset of the quantitative measures that were used in 216 of the 350 public projects included in this analysis. Using the provincial tests, a quarter of the public projects demonstrated a decline in achievement (27%) while one in five (22%) projects demonstrated a small positive effect. About 16% demonstrated a moderate or large degree of improvement.

Figure 4.5: Magnitude of Effect Sizes in Public Projects (Provincial Tests)

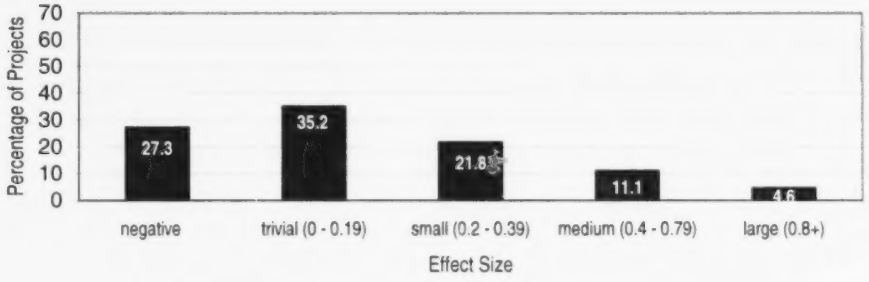
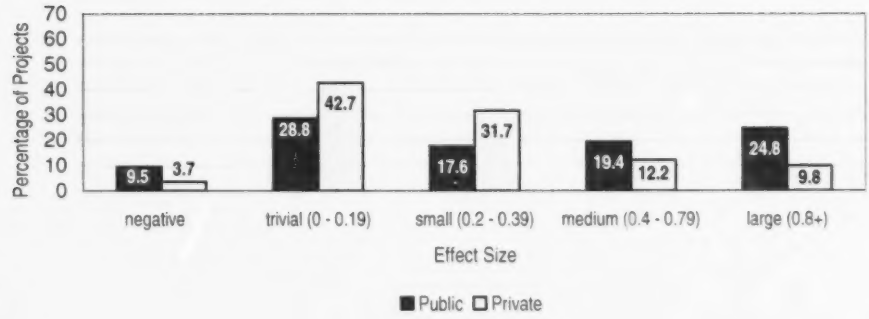


Figure 4.6 presents the results of AISI project participation using qualitative measures. The majority of qualitative measures were surveys of parents, students, and staff. Moderate or large effects were found in 44% of public and 22% of private projects. Small effects were found in 18% of public and 32% of private projects. A smaller percentage (10% public and 4% private) of projects demonstrated a decline. These positive attitudinal findings are consistent with AISI project teams' observations.

Figure 4.6: Magnitude of Effect Sizes (Qualitative Measures)



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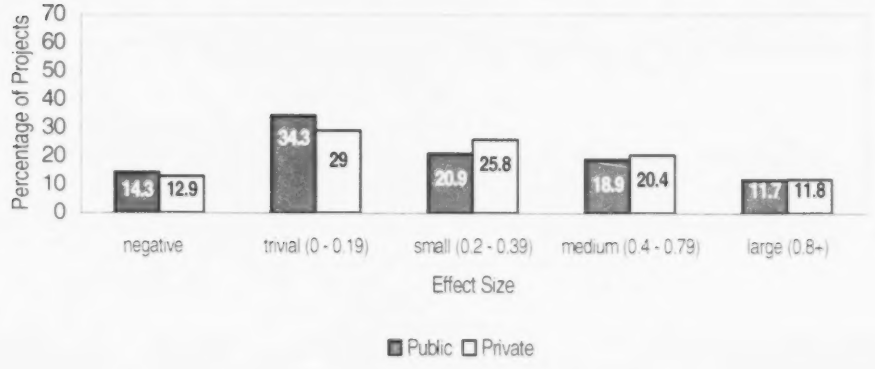

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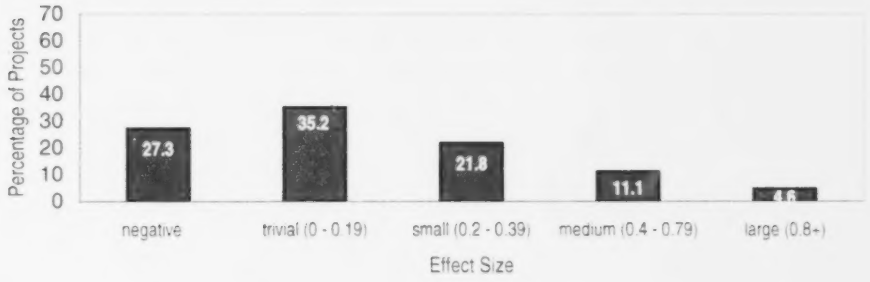

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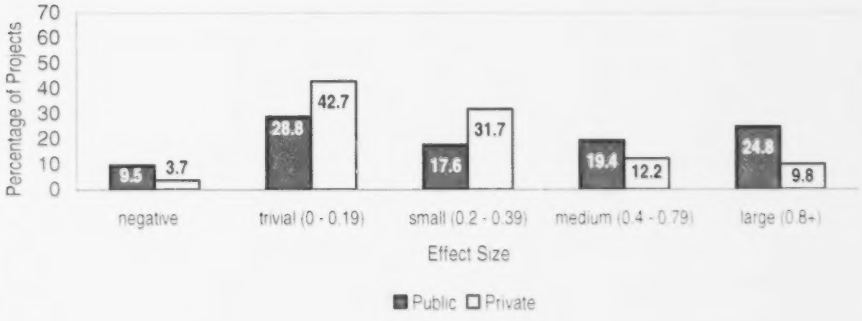

Figure 4.7 presents the results of AISI participation in all projects (both public and private) using all measures. More than half (56%) of the projects showed improvement: 22% with small effects, 19% with moderate effects, and 15% with large effects. One in 10 projects demonstrated a decline and a third demonstrated little improvement (see Appendix H for estimates of effect sizes for each project).

These results indicate that effect size analysis is useful in determining the impact of AISI on the major types of projects, for example, literacy, mathematics, technology, etc. and to identify practices that contributed to achieving those results. This analytic procedure will be used to conduct such analyses on project types in the next report as one year's results are too limited to do this now. [4]

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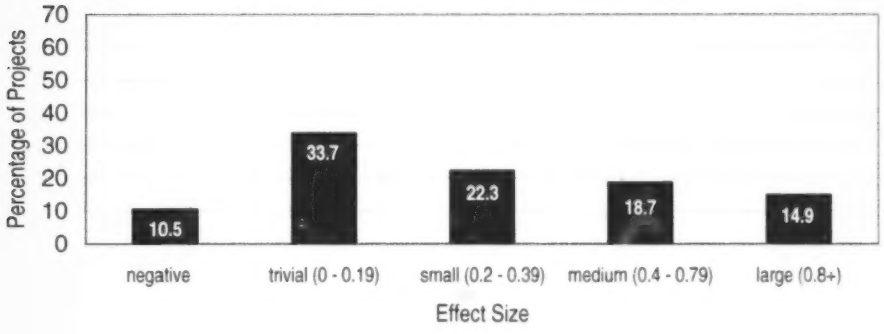


Effect Size by Project Type

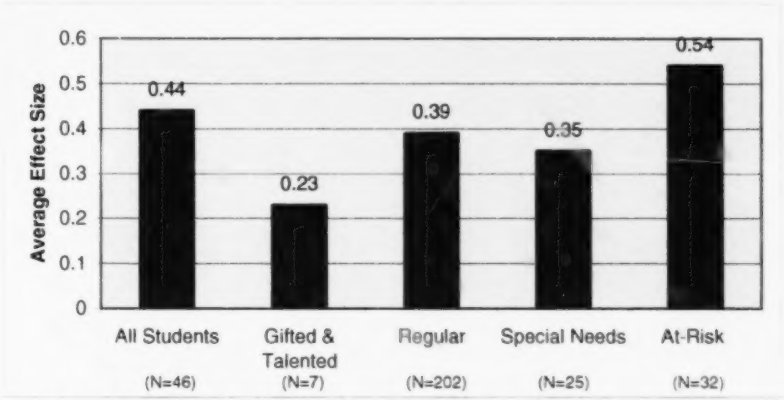
Effect size analysis is useful in determining the impact of AISI on the major types of projects, for example, literacy, mathematics, technology, etc. and to identify practices that contributed to achieving those results.

An exploratory analysis was conducted with the first year AISI data to assess the relative impact of AISI by common groups of projects. The projects that appear to be making the greatest impact tend to target at-risk students (see Figure 4.8) or focus on early intervention (see Figure 4.9). These results are based only on a sample of projects that had mutually exclusive categories and should be interpreted with caution. Projects that targeted different types of students or incorporated multiple project themes were excluded. Figure 4.8 represents 55% of all projects; Figure 4.9 represent 25% of all projects.

[4] Preliminary effect size calculations for each project are presented in Appendix H. These results need to viewed with caution as (1) the measures are based on a single year of data and (2) the analysis includes both measures of student learning and other types of measures, such as satisfaction with the project.

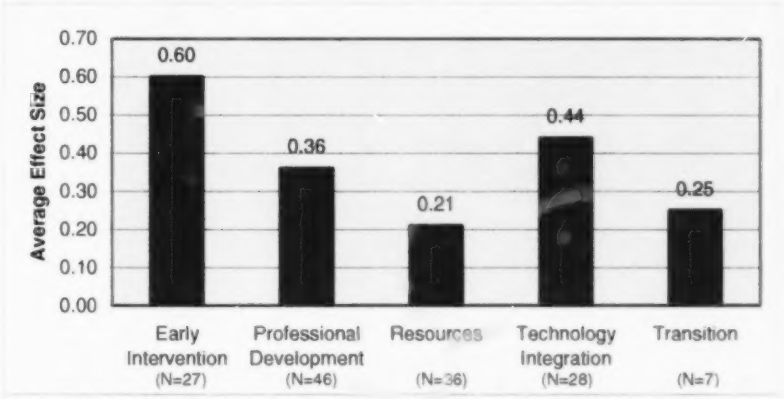
Also, Figures 4.8 and 4.9 represent the results for the first year when most of the projects were at the initial implementation stage. The confidence of effect size data will be enhanced with two years' of results. Therefore, detailed analysis on project types will be included in the second and third year Provincial Annual AISI Reports.

Figure 4.8: Preliminary Effect Sizes for Targeted Student Population (All Measures*)



* For mutually exclusive targeted students AISI Year 1. Results include quantitative and qualitative measures reported by authorities, and represent 55% of all projects.

Figure 4.9: Preliminary Effect Sizes for Major AISI Project Themes (All Measures*)



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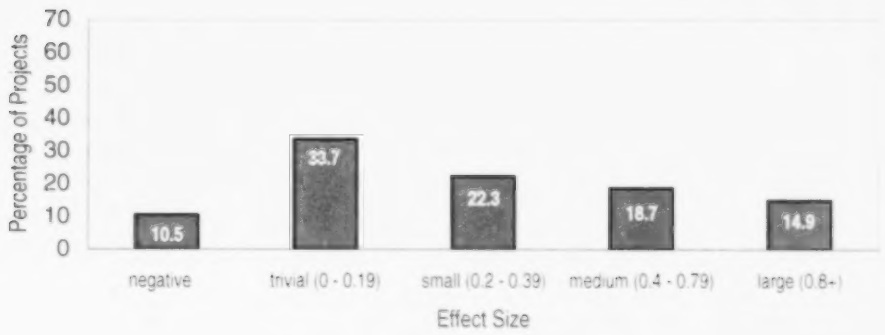

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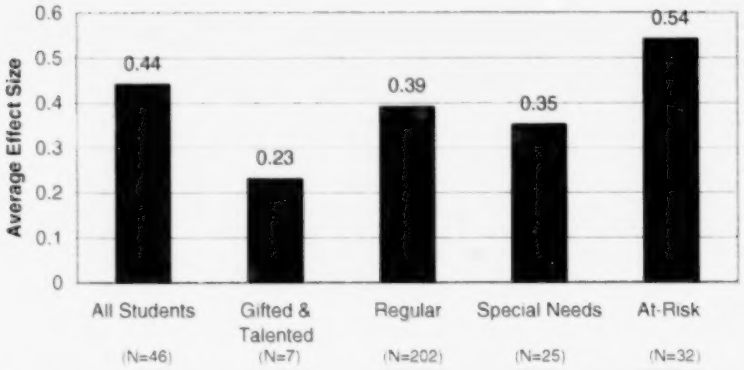

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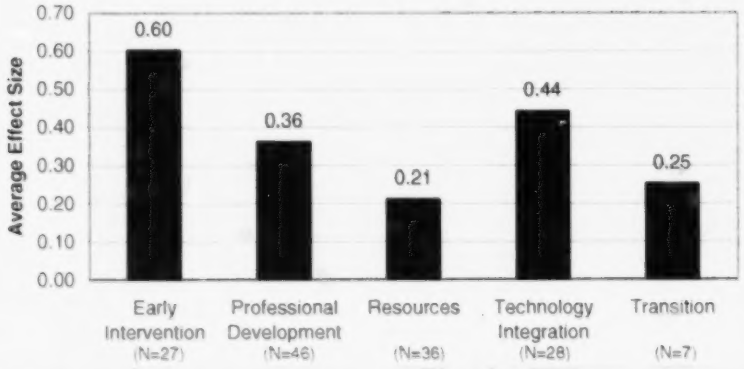

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School-Based Effects and Results

Provincial Achievement Tests

Another way to explore the impact of the first year of AISI implementation is to analyze changes in student achievement as measured by provincial achievement tests. Since all students in grades 3, 6, and 9 must write the provincial achievement tests, these tests can serve as a common measure across all projects. Given the widespread focus on literacy and numeracy, the English language arts and mathematics tests may be used to analyze the impact of participation in such AISI projects.

The results show an overall improvement in results over the baseline for all schools. Schools with AISI projects show a slightly greater improvement compared to all schools.

Figures 4.10 and 4.11 show the change in percentage of students meeting acceptable standard in language arts and mathematics in the first year of AISI compared to the baseline (previous three-year average) for AISI schools and for all schools in the province. Schools that participated in a literacy/language arts project or a numeracy/mathematics project were identified as "AISI schools."

Schools included in the "AISI Schools" group for each grade level met the following criteria:

i. a public, separate, charter or Francophone school involved in an AISI project that started in 2000/01; and
ii. the AISI project focuses on the subject area in question (i.e., language arts /literacy or mathematics/numeracy); and
iii. the project includes students in the appropriate grade level (i.e., grades 3, 6 or 9); and
iv. the project expects some quantitative results in the first year; (i.e., they have a baseline and a 2000/01 target); and
v. more than 5 students from the school wrote the June 2001 provincial achievement test.

A second group called "Province" included all public, separate, charter or Francophone schools where more than 5 students wrote the provincial achievement tests in June 2001. The AISI schools comprise part of this provincial group. Table 4.3 shows the number of students in schools with AISI projects who participated on the PATS.

Table 4.3: Number of Students in Schools with AISI Literacy or Numeracy Projects Who Wrote the 2001 Provincial Achievement Test (see Figures 4.10 and 4.11)

Subject	Number of Schools	AISI Schools	Province
Language Arts-Grade 3	661	25,920	40,170
Language Arts-Grade 6	568	22,569	41,185
Language Arts-Grade 9	288	18,192	38,767
Mathematics-Grade 3	289	10,307	40,510
Mathematics-Grade 6	286	10,572	41,520
Mathematics-Grade 9	193	13,934	38,643

School-Based Effects and Results

Provincial Achievement Tests

Another way to explore the impact of the first year of AISI implementation is to analyze changes in student achievement as measured by provincial achievement tests. Since all students in grades 3, 6, and 9 must write the provincial achievement tests, these tests can serve as a common measure across all projects. Given the widespread focus on literacy and numeracy, the English language arts and mathematics tests may be used to analyze the impact of participation in such AISI projects.

The results show an overall improvement in results over the baseline for all schools. Schools with AISI projects show a slightly greater improvement compared to all schools.

Figures 4.10 and 4.11 show the change in percentage of students meeting acceptable standard in language arts and mathematics in the first year of AISI compared to the baseline (previous three-year average) for AISI schools and for all schools in the province. Schools that participated in a literacy/language arts project or a numeracy/mathematics project were identified as "AISI schools."

Schools included in the "AISI Schools" group for each grade level met the following criteria:

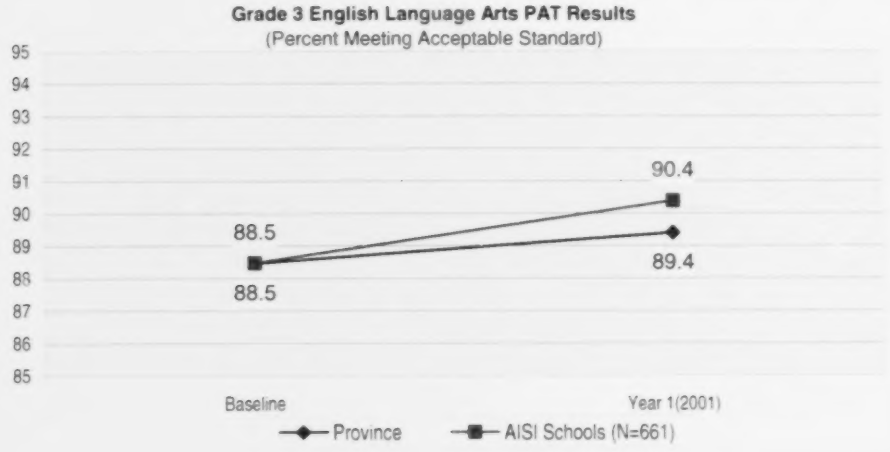
i. a public, separate, charter or Francophone school involved in an AISI project that started in 2000/01; and
ii. the AISI project focuses on the subject area in question (i.e., language arts /literacy or mathematics/numeracy); and
iii. the project includes students in the appropriate grade level (i.e., grades 3, 6 or 9); and
iv. the project expects some quantitative results in the first year; (i.e., they have a baseline and a 2000/01 target); and
v. more than 5 students from the school wrote the June 2001 provincial achievement test.

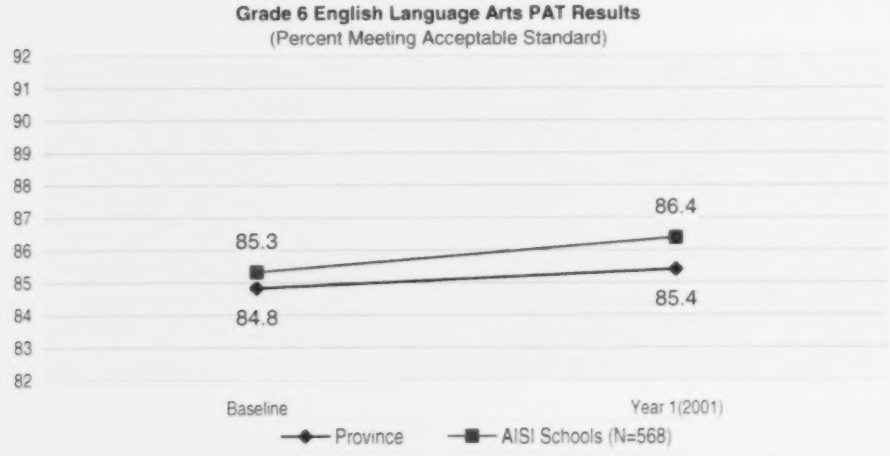
A second group called "Province" included all public, separate, charter or Francophone schools where more than 5 students wrote the provincial achievement tests in June 2001. The AISI schools comprise part of this provincial group. Table 4.3 shows the number of students in schools with AISI projects who participated on the PATS.

Table 4.3: Number of Students in Schools with AISI Literacy or Numeracy Projects Who Wrote the 2001 Provincial Achievement Test (see Figures 4.10 and 4.11)

Subject	Number of Schools	AISI Schools	Province
Language Arts-Grade 3	661	25,920	40,170
Language Arts-Grade 6	568	22,569	41,185
Language Arts-Grade 9	288	18,192	38,767
Mathematics-Grade 3	289	10,307	40,510
Mathematics-Grade 6	286	10,572	41,520
Mathematics-Grade 9	193	13,934	38,643

Figure 4.10: English Language Arts PAT Results for Schools with AISI Literacy Projects (Grades 3, 6, and 9)—Year 1





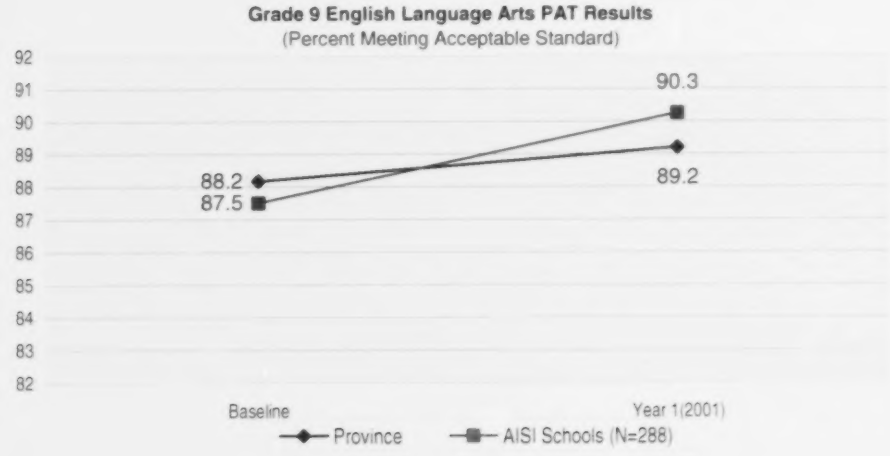
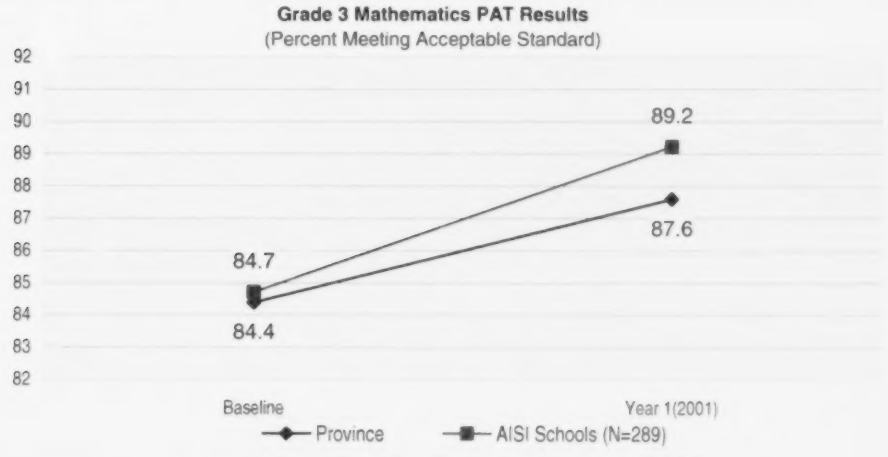
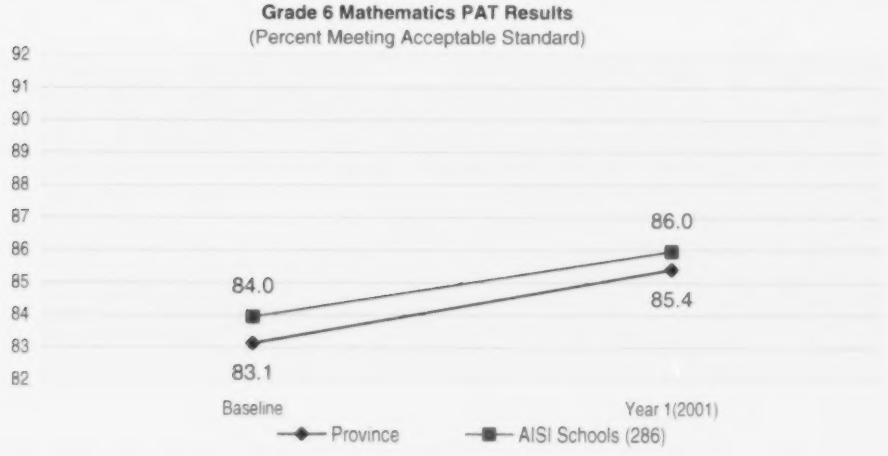
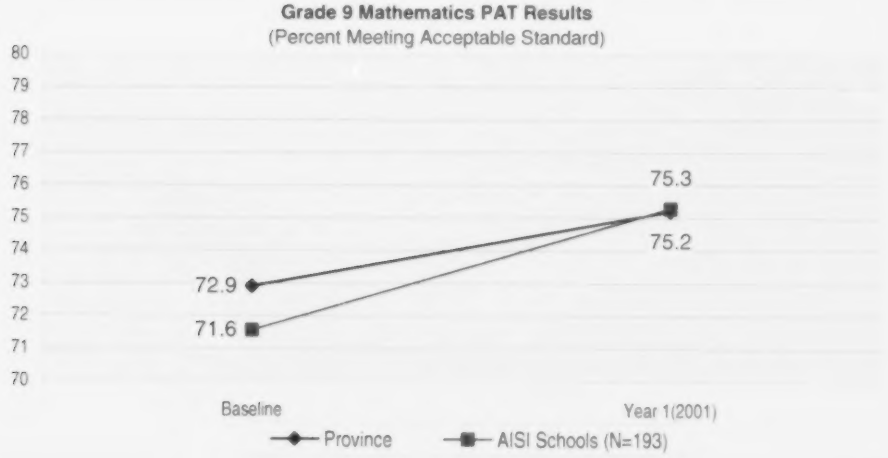


Figure 4.11: Mathematics PAT Results for Schools with AISI Mathematics Projects (Grades 3, 6, and 9)—Year 1







English Language Arts

Two thirds of schools were involved in an AISI literacy project that included grade 3 students. In grade 6, 57% of schools were involved. By grade 9, 41% of schools were involved in a literacy project. One could predict that this extensive involvement of schools in literacy projects would show that results for AISI and all schools would be similar since the AISI group represents such a large proportion of all schools. Indeed the relative impact of the current year of schooling on students over the average performance of earlier cohorts (prior to AISI) in the two groups was consistent.

Mathematics

Whereas school participation in an AISI literacy project reflected decreasing participation from grade 3 through grade 9, school participation in an AISI mathematics project increased from 30% in both grades 3 and 6 to 36% in grade 9. This is not unexpected since the grade 9 math achievement results are considerably lower than in grades 3 and 6 and more grade 9 math classes were targeted for improvement through AISI. As in language arts, the pattern of effects is consistent for both the AISI and all schools. Slightly higher improvements were found on all variables.

Interpretation

The results of this analysis of the Provincial Achievement Tests corroborate the findings from the school authority project results and the AISI team observations. They also suggest a need to explore the impact of specific instructional strategies in improving student achievement and in comparing AISI and non-AISI schools. Neither of these refinements was possible during this first investigation of AISI results. The extant analysis treated AISI as a single entity, which it is not. Rather than a "one size fits all" intervention, AISI is a collection of diverse approaches to school improvement.

Many instructional strategies are being used in AISI literacy and numeracy projects. During the second year of AISI implementation, a more refined analysis to explore the effects of specific interventions, if possible, is needed.

Another limitation was the inability to identify schools that were not part of an AISI literacy or numeracy project. Recall that 86% of public schools were involved in some type of AISI project (Table 1.4, p. 7) during 2000/2001. The effect-size analysis suggests that participation in any type of AISI project may affect student achievement as measured by the provincial English language arts and mathematics achievement tests. The use of school results, rather than student results, may also have contributed to the findings.

The above limitations notwithstanding, the first-year analysis of school effects shows promise for subsequent years of AISI to provide some evidence of the impact of research-based instructional interventions on student achievement. Triangulation (of methods and sources of data) increases confidence in the findings. The more consistent the results from multiple approaches, the more credible they are. Together with the project results (collected and analyzed

by the school authorities) and the AISI implementation teams' observations and reflections, this school effects analysis can contribute to understanding the impact of AISI on student learning.

Description of Quality Measures (Narrative Approach)

Since narrative descriptions do not have specific targets, local AISI teams were asked to rate the project on how well these measures were achieved. Table 4.5 presents the results by project. About 86% of public projects and 97% of private projects with descriptions of quality had ratings of "very well" or "well" on the majority of their measures.

Table 4.4: Self-Ratings of Descriptions of Quality Measures by Project

Self-Rating on how well Description of Quality Measure was achieved	Public		Private	
	Number of Projects	% of Projects*	Number of Projects	% of Projects*
Well or Very Well on all measures	201	**65.5**	153	**86.4**
Well or Very Well on majority	263	**85.7**	171	**96.6**
Marginally or Not at all on majority	31	**10.1**	8	**4.5**
Marginally or Not at all on all	16	**5.2**	4	**2.3**

*Percentages are based on projects that reported descriptions of quality: 307 public and 177 private. See Table 4.2.

AISI Project Team Observations

AISI project teams were asked to provide general comments, observations or suggestions about their first year of implementation (Section G of the APARs). These open-ended comments provide insights about the issues faced and the benefits achieved during year one of AISI.

Of the 469 project reports submitted by public school authorities, 371 (79%) chose to provide general comments about the progress of their AISI project. These comments provide a snapshot of the views and ideas of local AISI teams. It is important to note that the project report author(s) volunteered this information. These views and ideas may apply to other projects and AISI staff who chose not to report them.

Four broad themes emerged from the analysis of APAR summary comments:

- **AISI Implementation** – during the first year
- **Student Learning** – and other benefits achieved by students
- **Teacher Development** – learning and other benefits achieved by teachers.
- **Stakeholder Support** – support of the school community

Table 4.6 summarizes these general comments according to the four themes. The most common observation related to the successful implementation of the project (28%). As well, 22% of the comments addressed enhanced student learning and 12% identified increased teacher learning or

growth. These observations will help others understand and interpret the AISI results reported earlier and identify areas that the project co-ordinators felt were most worthy of explanation. Further elaboration on these themes is presented in Appendix F.

Table 4.5: AISI Team Observations on Their Projects

Themes and Observations	Frequency	% of Projects*
AISI Implementation		
Successful implementation of project	130	28
Implementation is proceeding/progressing	43	9
Change in project scope/implementation	42	9
Year 1 implementation challenges identified	30	6
Recommendations for year 2 implementation	21	4
Student Learning		
Enhanced student learning	102	22
Indicators of success for student learning	42	9
Results to date are below expectation	6	1
Teacher Development		
Increased teacher learning or growth	56	12
Change in professional development activities	27	6
General comment on PD activities	24	5
Positive change in collegial environment	23	5
Indicators of success for teacher growth	11	2
Stakeholder Support		
Positive response by stakeholders	62	13
Positive quotations from parents, teachers or students	51	11
School contributed additional funds to support AISI project	10	2
Other Comments		
AISI is making a valuable contribution to school or students	60	13
Other benefits obtained through AISI	13	3
Recommendations to others for implementing similar project	10	2
Co-ordinator was valuable/essential to success of project	4	1
Too early to make conclusions on project	3	1
No Comment (Section G of APAR not completed)	98	21

* The analysis of comments in Section G of the APAR is based on the 469 public projects.

School Community Involvement

Each AISI project proposal included community involvement. The project plan provided a brief description of how the community was involved (Section B, Question 2). A randomly selected sample of 80 projects (17% of the public proposals) was analyzed to identify ways in which school community members were involved in developing AISI projects. The main community groups who were involved were teachers, school administrators, school councils, parents, students, and central office administrators.

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Table 4.7 highlights the types of activities involving school community members with AISI projects. The most common activities involved roundtable-type meetings (20%) and satisfaction surveys (18%) to identify school needs. Some school districts (18%) created an AISI committee comprised of central office and school staff and volunteers. Some committees developed AISI project proposals based on district needs while others were mandated to review project ideas submitted by schools.

Table 4.6: Ways in Which the School Community Participated in Developing AISI Projects

Random Sample of 80 Public School Authority Projects	Frequency	Percent
Roundtables/focus groups/brainstorming sessions/think tanks/interviews	16	20
Satisfaction surveys	14	18
District-wide AISI committee developed AISI proposal	14	18
Based on previous consultations on district/school goals/plans/priorities	10	13
Other meetings (e.g., staff meetings, school council meetings)	8	10
Schools set priorities among district's list of ideas (voting)	7	9
PD planning/workshops with staff	4	5
School collaboration with district AISI co-ordinator	4	5
Conversations with stakeholders	3	4
No clear process described	24	30

Review and Decision Processes

Table 4.8 outlines some of the school authorities' review and decision processes for AISI projects. The most common activity involved the review of project proposals by the local school council (33%). In other cases, the school authority created a process to review school proposals (28%). These may have been reviewed by a district-wide committee or by central office staff. In some cases, the Board of Trustees (19%) reviewed and approved project proposals prior to submission to Alberta Learning.

Table 4.7: AISI Proposal Review and Decision Processes

Random Sample of 80 Public School Authority Projects	Frequency	Percent
Endorsement/review of ideas by local school council	26	33
Endorsement/review of school proposals by school authority staff/committee/administration	22	28
Approval by school trustees	15	19
Review by district school council group	5	6
No review process described	35	44

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5 Lessons and Implications

The first year of AISI implementation was filled with excitement, enthusiasm and progress. This final chapter provides a summary and documents the lessons, implications and next steps for subsequent years of the initiative.

Project Effects and Results

On average, public projects used six measures to determine the impact of their project during the first year of implementation. Private projects used an average of two measures. Eighty percent of public and 83% of private projects met or exceeded their targets on half or more of their projects' measures. A higher percentage (94%) showed improvement on the half or more of measures over their baseline. More than half (56%) of all projects showed noticeable improvement over the baseline: 22% with small effects, 19% with moderate effects, and 15% with large effects.

To determine the extent to which AISI projects improved over the baseline, all measures were converted to a common scale, or effect size. This method permits comparison of improvement regardless of the type of measure (test, survey, etc.) that the school authorities used. An effect size expresses the magnitude and direction of change of measures. Effect size analysis can help to determine the impact of AISI on the major types of projects, for example, literacy, mathematics, technology, etc. and to identify practices that contributed to achieving those results.

An exploratory analysis was conducted with the first year AISI data to assess the relative impact of AISI by common group of projects. The projects that appear to be making the greatest impact tend to target at-risk students or focus on early intervention. These results are based only on a sample of projects that had mutually exclusive categories and should be interpreted with caution. Projects that targeted different types of students or incorporated multiple project themes were excluded. The confidence of effect size data will be enhanced with two years' of results. Therefore, detailed analysis on project types will be included in the second and third year Provincial Annual AISI Reports.

School-Based Effects and Results

Another way to explore the impact of the first year of AISI implementation is to analyze changes in student achievement as measured by provincial achievement tests. Since all students in grades 3, 6, and 9 must write the provincial achievement tests, these tests can serve as a common measure over all projects. Given the widespread focus on literacy and numeracy, the English language arts and mathematics tests may be used to analyze the impact of participation in such AISI projects. Figures 6 and 7 show the change in percentage of students meeting acceptable standard in language arts and mathematics in the first year of AISI compared to the baseline

(previous three-year average) for AISI schools and for all schools in the province. Schools that participated in a literacy/language arts project or a numeracy/mathematics project were identified as "AISI schools".

The results show an overall improvement in provincial achievement tests over the baseline for all schools. Schools with AISI projects showed a greater improvement compared to all schools, despite the fact that the provincial results include the gains achieved by the "AISI schools".

Project Team Observations

AISI project teams were asked to provide general comments, observations or suggestions arising from their first year of implementation. Four in five (79%) of the 469 public project reports contained such comments. The comments fell into four overall areas: first-year implementation, student learning, teacher development, and stakeholder support.

A random sample of 80 public projects was reviewed to examine perceptions about school community involvement in planning AISI proposals, and the review and decision processes. The most common ways in which project teams involved their school community was through group sessions (roundtables, focus groups, brainstorming sessions, think tanks, or interviews [20%]), satisfaction surveys (18%), or a district-wide committee (18%). The most common review and decision processes mentioned were endorsement/review of ideas by the local school council (33%), endorsement/review of school proposals by school authority staff/committee/ administration (28%), and approval by school trustees (19%).

Lessons Learned

The following lessons have been drawn from the first year of AISI implementation.

1. **Impact on Student Achievement** – The first year results show that the majority of AISI projects are making progress towards improving student learning. Eighty three percent of all AISI projects **met** or exceeded their targets on their performance measures. A higher percentage (94%) showed improvement on half or more of measures over their baseline.

   Schools with AISI literacy and numeracy projects showed a higher improvement on the Language Arts and Mathematics achievement test results compared to all schools in the province. The preliminary analysis of the first year's results indicates that projects targeting at-risk students or focusing on early intervention are having the greatest effect on student learning. Detailed analysis on the various project categories will be reported in the second and third year reports when the data will be more stable and reliable.

2. **Measurement** – Projects that focused on cognitive outcomes were able to use a variety of independent measures such as the provincial achievement tests and diploma examinations, and more than 40 other assessment instruments (e g., Canadian Tests of Basic Skills, Gates-MacGinitie Reading Tests, Schonell Tests, Brigance Tests, etc.). Projects including affective and behavioural goals required development or adaptation of local measures that require extra work in analyzing, interpreting and reporting results. Most local data come from

administrative records (e.g., attendance) or surveys. Because these measures generate quantitative data, it will be possible to summarize findings over similar projects.

> *The centralized co-ordination and gathering of data and reporting have been onerous. We will propose that after the second year of this project that schools choose (1) to end the project, (2) take on the same project themselves including all the management, implementation and reporting functions, or (3) apply for a new project.*

> *The success of the program last year prompted the school to assign the teaching assistant full time to this AISI project this year. This TA saves and organizes student data, tracks progress, and helps teachers assess students.*

Project teams were advised to keep the number of measures for each project manageable. The larger the number of measures, the greater the analytic and reporting burden. Many project teams have reduced or will be reducing the number of measures for year two of their projects.

> *We now feel that we have chosen too many measures for our project. In looking for ways in which to measure information literacy, we decided to choose the achievement tests and diploma exams, as these were tests that students already wrote, and thus was a way to gather statistical evidence. Also, we chose these exams, as research shows that students who have the benefits of a school library program tend to score higher on standardized tests. However, in looking at this year's results, we feel that we need to change our targets, as our scope is far too wide. Also, we are not certain that all of these exams measure reading ability or expository writing skills.*

3. **Evidence informing practice** – Preliminary analysis indicates that AISI is making a difference with student learning. The findings from the first year of implementation raise a number of questions about the effectiveness of alternative strategies (e.g., which reading methods are most promising; for which types of students; at which levels). The effect size analysis begun this first year will be extended to answer these and other questions that will become evident during the second year of implementation. The results on promising and effective practices will be shared with educators using the Clearinghouse.

4. **Community involvement** –All projects were required to involve their community in developing AISI projects. During the first year of AISI projects, community involvement varied greatly. The annual AISI report for the second year and beyond will require additional information on the extent of parental involvement.

5. **Enhancing the capacity of teachers –** Research continues to point out that teachers are one of the most important variables in student achievement. There needs to be an ongoing commitment to help teachers to develop the necessary skills to conduct project activities. The partners continue to support provincial workshops to assist project teams. Each Alberta Faculty of Education is continuing to receive funds in order to provide assistance to AISI project teams. Staff in the School Improvement Branch will continue to conduct workshops, provide advice, and undertake site visitations.

This past year has also represented a fundamental shift in the type of professional supports being accessed and requested by school staff. Time and energy once devoted to awareness activities are now being directed towards professional supports that directly increase effective practices within the classroom. As in all areas of professional support, a dramatic increase in the number of school staff demonstrating an interest in and involvement in these areas has been recorded over the past year.

Professional development activities have expanded teachers' repertoires of instructional strategies that can be used in mathematics. Monthly in-servicing focused on practical ideas for teachers to implement, often with follow up 'homework' to allow for sharing of experiences regarding implementation of the practices. Peer coaching allowed teachers to open their doors and invite others to see what was happening in math. A consultant who worked with each teacher in peer coaching was able to spread the word of best practices being used in classrooms across the district.

6. **Teachers as researchers** – Developing capacity to collect, analyze and interpret data requires focused in-service. Over the next year ongoing workshops will assist project co-ordinators in dealing with issues of number and appropriateness of measures, validity of inferences from diverse sources of information, and reporting.

AISI funding has allowed our district to truly examine the practices for meeting the needs of exceptional students. The process has been truly evolutionary and has grown exponentially as schools, staff, parents, and students see the benefits of working together and also identify more needs and ways to meet those needs. Our monthly professional development sessions with learning support staff grew into a 3 day summer institute in which 78 district personnel gave of their own time to work toward shared understanding, common practices, and effective strategies to meet the needs of exceptional students.

Cohort groups and sustained PD sessions were key to success to build rapport and a sense of professional commitment. Again the TIME to learn and practice and play.

7. **Leadership** – Local leadership in both central office and schools helped to ensure successful implementation of AISI projects. In addition to identifying and selecting appropriate intervention strategies and assessment tools, project leaders kept staff committed and on track, collected and analyzed data from multiple sources, interpreted the findings, and completed interim and annual reports. Project co-ordinators or lead teachers who have all these skills are not common. Large districts with in-house expertise were able to meet these challenges more readily than small authorities where such capacity is lacking.

Fundamental to ensuring the sustainability of this project beyond Year 4 has been the importance placed on and attention given to professional support during this initial year of the project. The success of this direction is attested to by the increased staff interest and involvement in opportunities for collaboration and professional development.

Observations pertinent to present and future results: Need to continue to invest in this type of sustained, long-term PD and support for teachers vs. one-shot workshops or "courses" in the area of technology integration. Funding to sustain this program is essential, as teachers will continue to need training and support due to the continually changing field of technology.

8. **Staffing commitment and continuity –** Projects with staff continuity tended to be more successful. An estimated 10% to 15% of the projects underwent a change in project leadership that resulted in issues of commitment, continuity and capacity. While the originator(s) understood the intent of a particular project, those who followed may not have. Successors wanted to shape the project in their own ways. Furthermore, staffing changes led to issues of commitment and enthusiasm for the intervention or strategy selected. Comments excerpted from the APARs support this view.

   Dramatic changes in staffing affected the level of ownership and understanding of the original proposal. A reworking of the proposal is anticipated during the 2001-2002 school year. Goals, strategies, staffing and budget allocations will all be addressed.

   [The] principal is absolutely a key player. The principal's attitude and vision re technology makes or breaks the concept of integration. We had several principals who changed schools during this project, and it had a major impact. This type of change is very risky for a teacher, and the principal's support in big and little ways is absolutely critical.

9. **Sharing and dissemination** – The 721 public school authority and private school authority projects are creating new knowledge that will be shared in an online clearinghouse, housing not only the individual project reports and results, but also the products, tools and promising practices that emerge. The AISI Clearinghouse will include secondary analyses, narrative commentaries, and syntheses that summarize project results. Currently under development, the Clearinghouse should be operational by late 2002 and fully implemented by 2004.

   Collegial sharing and interclass visits made a huge impact on teachers' knowledge about and implementation of literacy strategies.

   A recommendation for schools starting a character education program would be to start slow. Don't try to do it all in one year. Visiting a mentoring school is strongly recommended as well as sharing a common PD day with the school.

10. **Administration and time** – Many districts underestimated the amount of administrative support required for their projects. Some authorities chose to use their central office administrators for support so that they could allocate all AISI funds directly to project goals. Others provided release time out of AISI funds for on-site or central co-ordinators. The latter approach seems to be working better, leading some authorities to reassess the amount and type of administrative support required to achieve maximum benefit from their projects.

The greatest difficulty we have been having with this project is lack of time. We have assigned a full-time aide to this project this year in addition to some teacher time in order to address this difficulty.

Having a co-ordinator at Central Office has been extremely beneficial to the project. The project consultant compiled results, set up in-services, provided support and ongoing coaching for groups, met with facilitators and answered questions and concerns of the teachers. The teachers expressed the need for more resources so with the help of the facilitators we identified and co-ordinated resources that were linked to the curriculum and to middle years literacy.

11. **AISI partnership** – The ongoing partnership between Alberta Learning and its six major education partners (the Alberta Home and School Councils' Association [AHSCA], the Alberta School Boards Association [ASBA], the Alberta Teachers' Association [ATA], the Association of School Business Officials of Alberta [ASBOA], the College of Alberta School Superintendents [CASS], and the Alberta Faculties of Education) has contributed to the success of AISI. Each partner continues to work with its constituents in improving student learning and performance in Alberta.

Implications for Action

Many administrators and teachers have come to realize that although AISI is more work than anticipated, the dialogue on education and the discussion of what is truly important for teaching children made the effort worthwhile. The focus on children and learning must be maintained over the duration of the initiative.

The lessons from the first year of implementation lead to a number of issues that need continued attention during the second year of implementation. Table 3 summarizes these issues and recommends action for provincial (Alberta Learning and the AISI partners) and local (school authorities) administrators during 2001/2002.

Table 5.1: Summary of Issues and Recommended Actions

Issue	Description	Recommended Action	Responsibility
Improved Student Learning	• Preliminary results support that AISI is improving student learning • Common measures are needed to assess overall effects	• Work with partners to identify a standardized set of measures for different types of project types/strategies • Encourage projects to adopt measures from the standardized set that are appropriate to the projects' needs	Provincial and Local

Issue	Description	Recommended Action	Responsibility
Evidence-Based Practice	• Need to identify and communicate promising practices that occur within projects • Need to identify projects having the strongest effects on improved student learning	• Modify the Annual AISI Report to ensure co-ordinators provide information on lessons learned and promising practices • Meet with project staff to collect rich descriptions of promising practices and communicate using the AISI Clearinghouse	Provincial and Local
Capacity Building	• Need for continued assistance through workshops and visitations that address both system and individual needs • Ongoing professional development in areas of need: teaching strategies, analyzing and interpreting results, reporting, etc.	Provide: • formal professional development • workshops for system needs • visitations for individual help • School Improvement Branch contact with field	Provincial
Governance and Leadership	• Centralized vs. decentralized approach • Superintendent support is critical to success of projects	• Analyze outcomes to determine which approach is most promising.	Provincial and Local
Coordination and the importance of the Project Co-ordinator	• Project co-ordinator must fulfill all project requirements: planning, monitoring, analyzing results, documentation • Providing advice and assistance to teachers	Provide: • adequate time for project co-ordinator to do the job • training to fulfill project requirements	Local Provincial
Evaluation	Need for: • measures appropriate to goals • comparable baselines • analyzing and interpreting results • action arising from project findings	• Analyze trends • Evaluate components of AISI: School Improvement Branch, university assistance, etc. • Determine effective practices	Provincial

Issue	Description	Recommended Action	Responsibility
Reporting	• Reduce burden by eliminating IPRs for continuing projects • Improve APARs by requesting more explicit interpretation of findings	• Prepare Provincial Report to document annual results • Change APARs to focus on interpretation of results and using the results to inform practice • Undertake more detailed analysis of APARs • Analyze themes and outcomes for generalized conclusions	Provincial
Sustainability	• AISI Clearinghouse • Address the following areas: - How to maintain momentum and enthusiasm over time? - What resources (time, people, dollars) are required to have biggest impact? - How to generalize positive findings to other sites/schools/ etc.?	• Continue funding to school authorities • Share information more broadly among teachers • Disseminate AISI lessons learned • Involve the whole school or large numbers of teachers so project becomes internalized in the school and/or district	Provincial Provincial and Local Local

Agenda for 2001/2002

AISI partners continue to meet regularly to reflect on the experiences of the first year of implementation and to identify areas that require fine-tuning. Partners agreed to the following provincial activities during the 2001/2002 school year.

1. Continued development of a **Clearinghouse** to accommodate all the project plans, results, conclusions, and promising practices so that all educators can share information. Technical development and assistance to school authorities began in fall 2001.

2. Province-wide **professional development** will continue the collaborative approach and engage educators in ongoing dialogue on school improvement across the province. Measurement and interpretation of findings are two of many topics for shared professional development.

3. **Continued funding** to the four Faculties of Education to provide basic services to school authorities on their AISI projects. Many school jurisdictions availed themselves of the university services during the planning and development phases of their projects. Their work needs to be refined to meet the changing needs of the school authorities.

4. **Communication** of information by each partner to their respective constituents so that all partners are kept informed. School authorities and AISI partners must continue to share information through the many communication vehicles available such as the first AISI conference, through writing articles and reports, meetings, and other opportunities to share the good news.

5. **Celebration** of success is important. Opportunities such as the provincial conference provide a way to celebrate what has been accomplished each year. Making the conference accessible to more Alberta teachers helps to disseminate the lessons from AISI.

Conclusion

AISI is a collaboration between government and its partners (AHSCA, ASBA, ATA, ASBOA, CASS, Universities) and Alberta teachers, administrators, trustees, parents, and universities in achieving a common goal – improved student learning and performance – through locally developed and implemented projects that address unique needs and circumstances. The first year of implementation has seen much progress.

AISI shows that with resources, commitment, and careful strategies, teachers can find new ways to work together to help students learn. Targeted resources and attention go a long way in facilitating school improvement.

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Appendix A: AISI Education Partners

AISI partners during the first phase (August to December 1999)

AISI Education Partners Steering Committee (EPSC)

Alberta Teachers' Association (ATA)	Larry Booi Charles Hyman
Alberta Home & School Councils Association (AHSCA)	Christine Ayling Marilyn Fisher
Alberta School Boards Association (ASBA)	Lois Byers Leroy Sloan
Association of School Business Officials of Alberta (ASBOA)	Deb Beck Susan Lang
College of Alberta School Superintendents (CASS)	Len Luders Ed Wittchen
Alberta Learning	Maria David-Evans (Chair) Jim Brackenbury Jim Dueck Nelly McEwen John Myroon

AISI Education Partners Working Group (EPWG)

Alberta Teachers' Association (ATA)	Larry Booi Charles Hyman Gordon Thomas
Alberta Home & School Councils Association (AHSCA)	Christine Ayling Marilyn Fisher
Alberta School Boards Association (ASBA)	Lois Byers Leroy Sloan
Association of School Business Officials of Alberta (ASBOA)	Deb Beck Alvin Johnson Susan Lang Karel Meulenbroek
College of Alberta School Superintendents (CASS)	Len Luders Ed Wittchen Ken Robertson
Alberta Learning	Maria David-Evans (Chair) Jim Brackenbury Jim Dueck Nelly McEwen John Myroon Anna Di Natale

AISI partners during the first year of implementation (to June 2001)

AISI Education Partners Steering Committee (EPSC)

Alberta Teachers' Association (ATA)	Larry Booi Charles Hyman
Alberta Home & School Councils Association (AHSCA)	Christine Ayling Marilyn Fisher
Alberta School Boards Association (ASBA)	Lois Byers Leroy Sloan
Association of School Business Officials of Alberta (ASBOA)	Deb Beck Susan Lang
College of Alberta School Superintendents (CASS)	Lorne Radbourne Ed Wittchen
University Faculties of Education (University of Alberta, Faculté Saint-Jean, University of Calgary, University of Lethbridge)	Larry Beauchamp
Alberta Learning	Susan Lynch (Chair) Rick Morrow Nelly McEwen John Myroon SIB Team: Dick Meanwell, Alfred Sakyi, Rynie Stewart, Anna Di Natale, Maria Crudo

AISI Clearinghouse Education Partners Working Group (CH EPWG)

Alberta Teachers' Association (ATA)	JC Couture (Co-Chair)
Alberta Home & School Councils Association (AHSCA)	Shauna Carlson
Alberta School Boards Association (ASBA)	Leroy Sloan Terry Gunderson
Association of School Business Officials of Alberta (ASBOA)	Deb Beck Susan Lang
College of Alberta School Superintendents (CASS)	Ed Wittchen
University Faculties of Education (University of Alberta, Faculté Saint-Jean, University of Calgary, University of Lethbridge)	Pamela Adams Dave Sande David Townsend
Alberta Learning	Nelly McEwen (Co-Chair) John Myroon Dick Meanwell Alfred Sakyi

AISI Professional Development Education Partners Working Group (PD) EPWG

Alberta Teachers' Association (ATA)	Gordon Thomas (Co-Chair) JC Couture Noreen O'Haire
College of Alberta School Superintendents (CASS)	Ed Wittchen (Co-Chair)
University Faculties of Education (University of Alberta, Faculté Saint-Jean, University of Calgary, University of Lethbridge)	Jim Parsons Jim Paul Pamela Adams
Alberta Learning	John Myroon Rynie Stewart Maureen Gough
Provincial PD /Consortia	Pearl Gregor

Appendix B: Financial Information

Public, Separate, Francophone and Charter Authorities

Of the 469 public projects, 411 (87.6%) completed their first year within budget. Of these, 302 (64.4% of the 469) carried forward unexpended funds to year two. The unexpended funds netted to $7.6 million, or 11.6% of the total funding. The unexpended funds are net of project over-expenditures of about $700,000 that will be financed from year-two AISI funds.

102 Public projects (21.7%) reported funding from other (non-AISI) sources. These projects include the 58 (12.4%) that exceeded their budgets and had to borrow from site-based budgets. The total amount contributed from other sources amounted to $1.6 million, 2.5% of the total public AISI funding. This amount is made up of about $900,000 of non-AISI funding and about $700,000 borrowed to clear project over-expenditures.

Summarized AISI Budgets for Public Boards for 2000/2001:

Revenue / Expense	Approved Budgets 2000/2001	Actual Results 2000/2001	Difference	% Variance
Funding				
Approved AISI Funding	$64,443,853	$64,443,853		
Funding from non-AISI sources	228,071	899,509	$671,438	**1.0**
Total Funding	64,671,924	65,343,362	671,438	**1.0**
Expenses				
Staffing and Benefits	52,709,667	46,962,066	5,747,601	**8.8**
Supplies and equipment	9,423,328	9,294,362	128,966	**0.2**
Other Expenses	1,991,131	1,477,452	513,679	**0.8**
Total Expenses	64,124,126	57,733,880	6,390,246	**9.8**
Unexpended Funds (Net)	$547,798	$7,609,482	$7,061,684	**10.8**

Of the actual expenses, approximately 17.0%, or $9.8 million was expended on professional development (substitute cost, release time, outside instructors, supplies and equipment) and about 5.0%, or $2.9 million on administrative support.

Private Schools and Private Early Childhood Services Operators

Of the 252 private projects, 242 (96.0%) completed year one within budget. Of these, 74 (29.4% of the 252) carried forward unexpended funds to year two. The unexpended funds netted to $102,000, or 4.9% of the total funding. The unexpended funds are net of project over-expenditures of about $11,000 that will be financed from year two AISI funds.

129 private projects (51.2%) reported funding from other (non-AISI) sources. These projects include the 10 (4.0%) that exceeded their budgets and had to borrow from school-based budgets. The total amount contributed from other sources amounted to $317,000, 17.7% of the total private AISI funding. This amount is made up of about $306,000 of non-AISI funding and about $11,000 borrowed to clear project over-expenditures.

Summarized AISI Budgets for Private Schools and Private ECS Operators for 2000/2001:

Revenue / Expense	Approved Budgets 2000/2001	Actual Results 2000/2001	Difference	% Variance
Funding				
Approved AISI Funding	$1,790,972	$1,790,972		
Funding from non-AISI sources		306,210	$306,210	**14.6**
Total Funding	1,790,972	2,097,182	306,210	**14.6**
Expenses				
Staffing and Benefits	884,521	1,031,007	(146,486)	**-7.0**
Supplies and equipment	859,074	940,662	(81,588)	**-3.9**
Other Expenses	40,162	23,755	16,407	**0.8**
Total Expenses	1,783,757	1,995,424	(211,667)	**-10.1**
Unexpended Funds (Net)	$7,215	$101,758	$94,543	**4.5**

Of the actual expenses for the private projects, approximately 2.0%, or $41,000 was expended on professional development (substitute cost, release time, outside instructors, supplies and equipment) and 0.3%, or $5,300 on administrative support in addition to the support provided by the Association of Independent Schools and Colleges in Alberta (AISCA).

Consolidated AISI Budgets – All Public and Private Authorities for 2000-2001

Revenue / Expense	Approved Budgets 2000-2001	Actual Results 2000-2001	Difference	% Variance
Funding				
Approved AISI Funding	$66,234,825	$66,234,825		
Funding from non-AISI sources	228,071	1,205,719	$977,648	**1.4**
Total Funding	66,462,896	67,440,544	977,648	**1.4**
Expenses				
Staffing and Benefits	53,594,188	47,993,073	5,601,115	**8.3**
Supplies and equipment	10,282,402	10,235,024	47,378	**0.1**
Other Expenses	2,031,293	1,501,207	530,086	**0.8**
Total Expenses	65,907,883	59,729,304	6,178,579	**9.2**
Unexpended Funds (Net)	$555,013	$7,711,240	$7,156,227	**10.6**

Appendix C: AISI Project Classification Categories

Student Target (Characteristic of Student)

Project coordinators were asked to identify the primary characteristics of students that were addressed by the AISI project. Coordinators could choose as many characteristics as appropriate. The intent was to identify the primary target group. In many cases, coordinators selected multiple characteristics, which made it difficult to determine whether the project was intended for specific types of student needs or a broader audience.

Categories include:

- Aboriginal
- At-Risk – These are students who face poor academic, physical or emotional outcomes, often due to negative social, economic or cultural factors
- Gifted/Talented (sub-group of special needs)
- English as a Second Language (ESL)
- Francophone
- Hutterite
- Regular
- Special Needs
- Other
- All Students

Number of Students in Project

Provides an estimate of the number of students participating in the project or benefiting from AISI activities. Because students may be involved in more than one AISI project, it is impossible to aggregate the number of students across projects to estimate the total number of students participating in AISI.

Urban/Rural

Identifies whether the project is occurring primarily in schools located in urban or rural communities. Urban communities were determined using the criteria established by Municipal Affairs (see below). In addition, Fort McMurray was added to the list of urban communities. All other communities were identified as rural.

- Airdrie
- Beaumont
- Calgary
- Camrose
- Edmonton
- Fort McMurray
- Fort Saskatchewan
- Grande Prairie
- Leduc
- Lethbridge
- Medicine Hat
- Red Deer
- Sherwood Park
- Spruce Grove
- St. Albert
- Wetaskiwin

Subject

Projects that focused on addressing learning outcomes of one or more subject areas were identified. Key subject areas include:

- Career and Technology Studies
- Core (LA, SS, Math, Science)
- Fine Arts
- French
  - Immersion
  - Second Language
  - Francophone
- Integrated Occupational Program (IOP)
- Language Arts / Literacy
- Life Skills (CALM) Health
- Mathematics / Numeracy
- Physical Education
- Registered Apprenticeship Program (RAP)
- Science
- Second Languages (Other than French)
- Social Studies
- Work Experience

Themes

Projects were assigned a theme based upon the types of needs identified in the project proposals. Key themes include:

- Assessment
- Behavioral Improvement
  - Character Education
  - Safe & Caring Schools
  - Building Resiliency
- Early Intervention
- ECS Readiness
- High School Completion
- Meta-cognition (Brain Gym, Thinking about Thinking)
- Multiple Intelligences
- Parent/Community
- Professional Development
- Resources (equipment, books, library, upgrade)
- Retention
- School Climate
- Student Services
  - Career Education
  - Peer Support
  - General
- Technology
- Transition Programs
- Wellness (including drug awareness)
- Other (including hiring various specialists i.e., social work, art specialist, drama therapist, psychologist, nature liaison worker, sound fields systems, 7 Habitats)

Teaching Strategies

Projects proposals that specified specific teaching strategies were identified. Key strategies include:

- Alternative Delivery (home schooling, distance learning)
- Animated Literacy
- Balanced Literacy
- Computerized Assisted Instruction (including auto skills)
- Differentiated Instruction
- Enrichment
- Full Day Kindergarten
- Guided Reading/Blended Structure
- Guest Speakers
- Hands-on Experiences (Experiential Learning)
- Inclusive Education
- Increasing instruction time on core subjects
- Independent Learning
- Individual Programming
- Mentoring
- Multi-Grading
- Paraprofessionals
- Problem Solving
- Projects
- Resource Room (including pull out programs)
- Small Class Size
- Small Groups
- Teaching to Accommodate Learning Styles
- Team Approach
- Tutoring
- Workshops
- Other (including outreach, daily intensive reading instruction)

Centralized/Decentralized Project Control

Each project was assessed to determine whether it was implemented at the school jurisdiction level (centralized control) or at the school level (decentralized control). Projects with centralized control typically had staff and other resources that were allocated across two or more schools. Decentralized projects had staff or resources acquired and controlled at the school level.

Types of Measures

The measures used to evaluate the progress towards project outcomes were organized into the following categories:

- Description of Quality Measures
- Final Teacher Awarded Marks
- Locally Developed / Teacher Made Tests – i.e., number of assignments, skills inventory, lab usage, student reading inventory
- Measures Based on CAMP Materials
- Observation/Checklists
- Provincial Achievement Tests
- Provincial Diploma Examinations
- Participation Rates in Provincial Achievement Tests / Diploma Exams
- School Records
- School Completion / Graduation Measures
- Standardized Tests
- Surveys
- Other Program Participation Measures

Many of the measures were organized into the following sub-categories.

Surveys

- Developmental Assets Survey
- Parents
- Student
- Teacher/Staff
- Other surveys

School Records

- Attendance/Lateness
- Course Completion
- Discipline Records
- Drop Out/Retention
- Enrolment Records
- Individual Progress Plan (IPP) Results
- Program Participation
- Success Indicators for Various Programs
- Vandalism

Standardized / Commercial Tests

- *General Achievement / Math /Language Arts*
  - Canada QUIET
  - Canadian Achievement Test (CAT)
  - Canadian Cognitive Abilities Test (CCAT)
  - Canadian Tests of Basic Skills (CTBS)
  - Kaufman Test of Educational Achievement (KTEA)
  - McGrew-Werder Mini Battery of Achievement Test
  - Stanford Diagnostic Tests
  - Test of Early Mathematics Achievement (TEMA)
  - Wechsler Individual Achievement Test
  - Wide Range Achievement Test (WRAT)
  - Woodcock Johnson Test
  - Other standardized achievement tests
  - Other standardized mathematics / numeracy tests
  - Other standardized language arts / literacy tests
  - Other standardized cognitive ability tests
- *Reading*
  - Alberta Reading Diagnostic Battery
  - Botel Reading Inventory
  - Burns/Roe Informal Reading Inventory
  - Gates-MacGinitie Reading Tests
  - Gray Oral Reading Tests
  - Jerry Johns Reading Inventory

- Developmental Reading Assessment
- Ekwall/Shanker Reading Inventory
- Marie Clay
- Nelson-Denny Reading Test
- Schonell Reading Test
- Other reading tests / reading inventory

- *Spelling*
  - Morrison-McCall Spelling Scale
  - Schonell Spelling Test
  - Other standardized spelling tests

- *Writing*
  - Test of Written Language (TOWL)
  - Other standardized writing tests

- *Developmental/ECS / Grade 1 Readiness*
  - Assessment of Basic Language and Learning Skills (ABLLS)
  - Brigance tests
  - Clinical Evaluation of Language Fundamentals (CELF)
  - Denver Developmental
  - Developmental Indicators for the Assessment of Learning (DIAL-R, DIAL-3)
  - Grade 1 Readiness Skills Inventory
  - Kindergarten Readiness Test
  - Learning Accomplishment Profile (LAP)

- *Developmental/ECS / Grade 1 Readiness*
  - Mann Suiter Developmental Reading
  - Metropolitan Readiness Test
  - Names Test
  - School Readiness Inventory
  - Stanford Diagnostic Tests
  - Test of Early Reading Ability (TERA)
  - Test of Phonemic Awareness (TOPA)
  - Other developmental / readiness tests
  - Other standardized diagnostic tests

Appendix D: Classification of AISI Projects

This appendix provides the tables for figures in Chapter 2. The table numbers correspond to the figure numbers, that is Table 2.1 accompanies Figure 2.1.

Table 2.1: Classification of Students in AISI Projects

	Public		Private	
Targeted Students	Number of Projects	% of Projects*	Number of Projects	% of Projects*
Aboriginal	41	**8.7**	6	**2.4**
At-Risk	146	**31.1**	21	**8.3**
English as a Second Language (ESL)	64	**13.6**	10	**4.0**
Francophone	9	**1.9**	1	**0.4**
Gifted/Talented	94	**20.0**	2	**0.8**
Hutterite	9	**1.9**		
Regular	298	**63.5**	197	**78.2**
Special Needs	181	**38.6**	44	**17.5**
Other	11	**2.3**		
All Students	63	**13.4**	4	**1.6**

Note. Percentages do not total to 100 because projects could include more than one type of student.
*% is based on approved projects: 469 public and 252 private.

Table 2.2: AISI Projects by Theme

Themes	Public		Private	
	Number of Projects	% of Projects*	Number of Projects	% of Projects*
Assessment	42	**9.0**	2	**0.8**
Behavioral Improvement – Character Education	12	**2.6**	3	**1.2**
Behavioral Improvement – Safe & Caring Schools	16	**3.4**	1	**0.4**
Behavioral Improvement – Building Resiliency	10	**2.1**	1	**0.4**
Early Intervention	71	**15.1**	12	**4.8**
ECS Readiness	15	**3.2**	56	**22.2**
High School Completion	26	**5.5**	3	**1.2**
Meta-cognition (Brain Gym, Thinking about Thinking)	4	**0.9**		
Multiple Intelligences	24	**5.1**	1	**0.4**
Parent/Community	52	**11.1**	23	**9.1**
Professional Development	169	**36.0**	49	**19.4**
Resources (equipment, books library, upgrade)	87	**18.6**	122	**48.4**
Retention	22	**4.7**	1	**0.4**
School Climate	15	**3.2**	1	**0.4**
Student Services – Career Education	10	**2.1**	2	**0.8**
Student Services – Peer Support	6	**1.3**		
Student Services – General	14	**3.0**		
Technology	82	**17.5**	42	**16.7**
Transition Programs	19	**4.1**	5	**2.0**
Wellness (including drug awareness)	11	**2.3**		
Other (including hiring various specialists, sound field systems, 7 Habits)	26	**5.5**	8	**3.2**

Note. Percentages do not total to 100 because projects could include more than one theme.
*% is based on approved projects: 469 public and 252 private.

Table 2.3: AISI Projects by Subject Area

Subject Area	Public		Private	
	Number of Projects	% of Projects*	Number of Projects	% of Projects*
Career and Technology Studies	7	**1.5**	9	**3.6**
Core (LA, SS, Ma, Sc)	35	**7.5**	21	**8.3**
English as a Second Language				
Fine Arts	20	**4.3**	10	**4.0**
French – Immersion	10	**2.1**	2	**0.8**
French – Second Language	3	**0.6**	1	**0.4**
French – Francophone	5	**1.1**		
Integrated Occupational Program (IOP)	5	**1.1**		
Language Arts/Literacy	185	**39.4**	66	**26.2**
Life Skills (CALM)/Health	11	**2.3**	3	**1.2**
Mathematics/Numeracy	88	**18.8**	26	**10.3**
Physical Education	7	**1.5**	12	**4.8**
Registered Apprenticeship Program (RAP)	3	**0.6**		
Science	15	**3.2**	13	**5.2**
Second Languages (Other than French)	2	**0.4**	4	**1.6**
Social Studies	13	**2.8**	2	**0.8**
Work Experience	4	**0.9**		
Other	7	**1.5**	1	**0.4**

Note. Percentages do not total to 100 because projects could include multiple subject areas.
*% is based on approved projects: 469 public and 252 private.

Table 2.4: AISI Projects by Division/Grade

Division/Grade	Public		Private	
	Number of Projects	% of Projects*	Number of Projects	% of Projects*
Pre K	4	**0.9**	6	**2.4**
Pre K-3	11	**2.3**	28	**11.1**
Pre K-6	3	**0.6**	5	**2.0**
Pre K-9	1	**0.2**	4	**1.6**
Pre K-12	10	**2.1**	4	**1.6**
K-3	67	**14.3**	81	**32.1**
K-6	83	**17.7**	10	**4.0**
K-9	50	**10.7**	28	**11.1**
K-12	77	**16.4**	43	**17.1**
4-6	9	**1.9**		
4-9	28	**6.0**	7	**2.8**
4-12	10	**2.1**	8	**3.2**
7-9	35	**7.5**	1	**0.4**
7-12	39	**8.3**	11	**4.4**
10-12	42	**8.3**	16	**6.3**
	469	**100.0**	252	**100.0**

*% is based on approved projects: 469 public and 252 private.

Table 2.5: Teaching Strategies Used in AISI Projects

Teaching Strategies	Public		Private	
	Number of Projects	% of Projects*	Number of Projects	% of Projects*
Alternative Delivery	9	**1.9**	6	**2.4**
Animated Literacy	5	**1.1**	1	**0.4**
Balanced Literacy	18	**3.8**		
Computer Assisted Instruction (including auto skills)	28	**6.0**	3	**1.2**
Differentiated Instruction	28	**6.0**	1	**0.4**
Enrichment	31	**6.6**	3	**1.2**
Full Day Kindergarten	5	**1.1**		
Guest Speakers	10	**2.1**	5	**2.0**
Guided Reading/Blended Structure	6	**1.3**		
Hands-on Experiences (Experiential Learning)	35	**7.5**	12	**4.8**
Inclusive Education	7	**1.5**		
Increasing instructional time on core subjects	2	**0.4**		
Independent Learning	9	**1.9**	2	**0.8**
Individual Programming	44	**9.4**	15	**6.0**
Mentoring	10	**2.1**	2	**0.8**
Multi-Grading	9	**1.9**		
Other (including outreach, daily intensive reading instruction)	34	**7.2**	4	**1.6**
Paraprofessionals	25	**5.3**	14	**5.6**
Problem Solving	27	**5.8**		
Projects	32	**6.8**	3	**1.2**
Resource Room (including pull out programs)	21	**4.5**	3	**1.2**
Small Class Size	25	**5.3**	1	**0.4**
Small Groups	74	**15.8**	8	**3.2**
Teaching to Accommodate Learning Styles	39	**8.3**		
Team Approach	24	**5.1**		
Tutoring	24	**5.1**	3	**1.2**
Workshops	9	**1.9**	7	**2.8**

Note. Percentages do not total to 100 because more projects could use multiple teaching strategies.
*% is based on approved projects: 469 public and 252 private.

Table 2.6: Types of Measures

Type of Measures	Public		Private	
	Number of Projects	% of Projects*	Number of Projects	% of Projects*
Description of Quality Measures	272	**58.0**	179	**71.0**
Final Teacher Awarded Marks	57	**12.2**	9	**3.6**
Locally Developed/Teacher Made Tests	87	**18.6**	29	**11.5**
Measures Based on CAMP Materials	10	**2.1**	4	**1.6**
Observation/Checklists	99	**21.1**	12	**4.8**
Participation Rates in Provincial Achievement Tests/Diploma Exams	11	**2.3**	9	**3.6**
Provincial Achievement Tests	250	**53.3**	46	**18.3**
Provincial Diploma Examinations	47	**10.0**	6	**2.4**
School Records	115	**24.5**	7	**2.8**
School Completion/Graduation Measures	16	**3.4**		
Standardized Tests	157	**33.5**	17	**6.7**
Surveys	347	**74.0**	105	**41.7**
Other Program Participation Measures	64	**13.6**	17	**6.7**

Note. Percentages do not total to 100 because projects could use multiple measures.
*% is based on approved projects: 469 public and 252 private.

Appendix E: Representative Comments on the First Provincial AISI Conference

Sample Positive Comments of Conference Participants:

Showcase Presentations	• *I truly appreciated the opportunity to see and hear from other teachers who are making their projects work. Their successes and failures help act as a guide for anything we might attempt.* • *The best part of the conference was the diversity of the projects that were showcased.* • *The sessions on projects were very good. They were thought provoking, informative and presented a variety of information. Good job.*
Networking and Information Sharing	• *The opportunity to share and to network with others in our focus area.* • *To connect with other people, our own team, and other AISI people in the province. Learning from each other.* • *The conversations and connections with other AISI teachers were wonderful. The conversations of the teachers were so constructive, so encouraging, so insightful and creative. That is one of the strengths of AISI. Perhaps the major strength.*
Inspirational	• *The passion and enthusiasm of the other delegates inspired me to go back to my own school and inspire the same passion in my teachers.* • *I valued the sense of community, support and genuine passion for the ongoing process of school improvement coupled with practical strategies and examples for implementing change. An excellent conference. Thank you.* • *Meeting with other people bubbling over with wonderful news and ideas. I'm going back to my home school loaded with useful positive information I can hardly wait to share.*
Keynote Address (Dr. Levin)	• *Keynote. We need to be recharged. Hearing from 'experts' is invaluable.* • *Dr. Levin was exceptional. I could have listened to him much more.*
Poster Presentations	• *It was so wonderful seeing what other divisions have been doing. The poster presentations and showcase presentations were wonderful.*

Sample Concerns Mentioned by Conference Participants:

Time Lacking for Showcase and Poster Presentations	• *It would have been nice if the showcase presentations had been longer.* • *So many wonderful presentations and only a few could be attended.* • *Perhaps stronger and lengthier presentations would have allowed more dialogue and true learning.*
Panel Presentation	• *I did not enjoy the Friday morning session on Professional Development (PD) and Strategies. I felt this was too much repetition. All of the presenters virtually said the same thing.* • *Some of the panel speakers were kind of boring and not quite on the topic of PD.*
Closing Address	• *Wrap up at end went on a bit too long; put after lunch then sessions and wrap up would be on a more positive note.* • *Closing was too long. Only one speaker needed.*
More Time for Discussion	• *Need time to collaborate and share and talk.* • *Not enough opportunity for dialogue and conversation.*
Too Much Praise	• *Extreme and repetitive praise for AISI.* • *Too many speeches patting each other on the back.*

Appendix F: Elaboration of Themes from Section G of the First-Year APARs

AISI Implementation

Successful Implementation of Project	A number of APAR comments provided an overall judgement on the success of the project. Some spoke of the achievements by students, others focused on the enthusiasm of students, teachers, and parents, while others commented on the implementation of the AISI project.
Implementation is Proceeding	Some comments focused on activities to date regarding their projects without making any judgment on their success. It is clear from the activities that the project implementation is underway and results will be monitored through the measures.
Change in Project Scope/Implementation	A number of projects faced implementation challenges that required the staff to modify the scope of the project or its implementation. In some cases, the change was a minor adjustment in how the project was going to be evaluated (e.g., the measures). In other cases, the staff hired for the project became ill and the project experienced delays in implementation. With some projects, the staff determined that the needs of their students would be addressed better with a different project. In these instances, the staff chose to end the project and consider alternatives for year two.
Year 1 Implementation Challenges Identified	Key challenges in the implementation of AISI were noted in a few comments. In some cases, the challenges resulted in changes to the project scope or implementation strategy (see above).

Student Learning

Enhanced Learning	Several projects focused on the benefits to student learning observed during the first year of implementation. Many of the project commentators were energetic and enthusiastic about the results achieved to date, many of which may not have been captured by the measures in their APAR.
Indicators of Success	A number of projects gave very specific indicators of success when discussing the learning achieved by students.
Results to Date are Below Expectation	A few projects noted that the student results were below expectation, even though the school may have benefited in other ways.

Teacher Development

Increased Teacher Learning or Growth	Several projects focused on the benefits to teachers achieved during the first year of implementation. While many AISI projects have focused on improving teaching practices, it can be difficult to demonstrate benefits achieved using standardized measures. This section of the APAR provides an opportunity to describe the good work achieved.
Change in Professional Development Activities	A few projects noted that the AISI project resulted in a shift in priority for PD. In some cases, the staff chose to focus on a particular area that was critical to the AISI project. In other cases, the staff modified their PD activities to ensure better implementation of the PD in the classroom.
General Comment on Professional Development	Some projects noted that PD was undertaken as part of the AISI project. Project comments that spoke to another teacher-related theme are excluded from this "general" category.
Change in Collegial Environment	A few projects noted that the AISI project fostered a more collegial environment in which staff supported each other to improve.
Indicators of Success	A number of projects gave very specific indicators of success when discussing the learning achieved by teachers.

Stakeholder Support

Quotations from Parents, Teachers or Students	A number of projects chose to quote feedback from parents, teachers or students as evidence of the achievements for the project.
School Contributed Additional Funds to Operate AISI Project	Some comments noted that their school chose to contribute non-AISI funding to ensure their project was sustainable for the year.

Other Comments

AISI Making Valuable Contribution to School or Students	A few staff noted that the AISI project was making a valuable contribution to the school or students over and above any learning that might be occurring. This included references to improved satisfaction or to changes in the school climate that resulted from AISI.
Other Benefits Obtained Through AISI	Beyond the direct benefits to students, some project staff noted that AISI was generating additional benefits to the school.
Recommendations for Year Two Implementation	Some project staff noted key changes they planned to make for year two of the project.
Recommendations to Others for Implementing Similar Project	Some comments reflected on their first year of implementation and made recommendations about how they would undertake a similar project in the future. These recommendations provide possible lessons to other schools interested in similar strategies.

Appendix G: Calculating Effect Sizes[1]

Effect sizes for continuous data

In the analysis of research that compares treatments, effect sizes are often calculated in the following way:

$$\Delta = \frac{\overline{X}_T - \overline{X}_C}{s_C} \quad (1)$$

where $\overline{X}_T$ is the mean of the treatment group, $\overline{X}_C$ is the comparison group, and s_C is the standard deviation of the comparison group. The summary statistic, Δ expresses the difference in standard deviation units. This transformation allows us to compare the effects of treatments when the assessments have been carried out using different instruments. In the present circumstance, if the baselines and targets were stated as means, and if the jurisdictions provided means and standard deviations for the observed performance (the 'actual' values), then it would be possible to express results in terms of effect sizes:

$$\Delta_A = \frac{\overline{X}_A - \overline{X}_B}{s_B} \qquad (2)$$

where $\overline{X}_A$ is the actual mean attained, $\overline{X}_B$ is the mean at baseline, and s_B is the standard deviation at baseline, and Δ_A is the effect size of the treatment relative to the baseline condition. Knowing the means and standard deviations for each of the numerical indicators would make it possible to express progress in terms of effect sizes.

Effect sizes for proportions

The calculation of effect sizes using proportions is somewhat more complex than the calculation using means. It is possible to treat proportions simply as the average score in dichotomous data, and the resulting effect size would be:

$$\Delta_T = \frac{p_T - p_C}{\sqrt{p_C(1-p_C)}} \qquad (5)$$

Expression (5) is the same as expression (1) except the original scores have only two values, 1, or 0. The denominator is the standard deviation of dichotomous variables, and p_C and p_T are the proportions of people in the comparison and treatment groups who receive a score of 1 (i.e. achieve a certain standard, subscribe to a particular opinion, etc.)

[1] Excerpts from a paper prepared by Thomas Maguire on the framework for evaluating AISI. March 22, 2001.

The problem with expression (5) is that it does not behave very well when the proportions are near one or zero. Although the standard deviation gets smaller as you approach the boundary values of 1 and 0, it is almost impossible to attain a reasonable effect size when the comparison proportion is high to begin with, and it is very easy to declare a small difference in proportions important when the comparison value is near zero.

To get around this problem Glass, McGaw and Smith (1981) suggest that the proportions be transformed to probits, logits or some other reasonable function. To clarify their recommendation, consider the case of a jurisdiction that has 60% of its students achieving an Acceptable level on the grade 6 achievement test in mathematics, they set their target at 65%, and later they find that 68% of their students actually meet the target. Glass et al reason that you could consider that students are arrayed along the achievement continuum. The Acceptable standard is a point on the continuum, above which 60% of the students fall at baseline time (the cutting score). The metric of the continuum is fixed by Alberta Learning when the tests are created and the means and standard deviations are calculated, but without loss in meaning, we can treat the continuum as being on a scale with a mean of zero and a standard deviation of one. If the underlying distribution of scores can be approximated by a normal distribution, then the distance of the cutting score from the mean at baseline can be determined by finding **the unit normal deviate that corresponds to the proportion, 60%.** This value is +. 25. Converting the actual value of 68% yields a value of approximately 0.47.

The difference between the baseline and the actual is .47 - .25 = **.22 standard deviations**. In other words, this hypothetical jurisdiction achieved an effect of almost one quarter of a standard deviation (.22).

Interpreting Effect sizes

To assist us in interpreting the importance of effects sizes, we turn to Hattie (1992) He reviewed 165,258 meta-analytic studies that related various innovations to achievement and the overall average effect size of the innovations listed turned out to be **.40**. This number provides us with a useful rule of thumb for assessing the success of projects. As Hattie notes, most interventions have a positive influence on achievement. Many of these effects are statistically significant, but to claim success it may be more appropriate to show that a particular innovation exceeds the typical value of .40.

References

Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Lawrence Earlbaum Associates.

Glass, G., McGaw, B., and Smith, M. L. (1981) *Meta analysis in social research.* Beverley Hills CA: Sage.

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Appendix H: Preliminary Effect Sizes for Individual Projects[2]

Authority	Project ID	Project Title	Approved Funding	Scope	Description	No. of Measures	% of Measures Meeting Target	Average Effect Size
40-Mile Christian Education Society	698	Improvement in Math through Technology	$ 7,240	60 Students, Grades 1 to 9, 1 School	Use manipulatives, technology and other innovative methods to teach problem solving.	3	67	-.17
ABC Charter Public School Society	725	Computerized MI based IPP system	$ 44,165	680 Students, Grades K to 9, 1 School	Implement a computerized, individualized programming, reporting and tracking system for gifted students.	10	60	.41
ABC Head Start Society	667	Enhancing Learning for ESL Preschoolers	$ 12,627	272 Students, Grade preK, 1 School	Provide a support program to assess the ESL students language and facilitate the process of teachers and parents addressing the identified needs.	1	.00	.00
Alberta Charitable Society of St. Pius X	939	Curriculum Enhancement	$ 8,287	75 Students, Grades K to 9, 1 School	Provide and utilize appropriate resources and student hands-on experiences to support the core curriculum and enhance learning.	2	100	.18
Alberta College	585	Enhanced Learning Through Technology	$ 31,342	23 Students, Grade 10, 1 School	Provide computerized instruction in Pure Math 10 utilizing the Nelson Learning Equation program.	2	100	1.98
Alberta College	718	Enhanced Support for Student Success	$ 31,341	700 Students, Grades 10 to 12, 1 School	Tutor students, including ESL students, in all core subjects and CTS; social worker on site.	6	67	.05
Alberta College	720	Academic Excellence Project	$ 31,341	600 Students, Grades 10 to 12, 1 School	Workshops and computer-assisted tutorials suitable for capable older students.	2	50	.00
Alberta Conference of 7th Day Adventist Church	700	Concurrent Distance Education	$ 48,649	703 Students, Grades K to 12, 10 Schools	Provide "concurrent" distance learning (students in regular classrooms learn alongside students taking distance education programs).	9	56	.39
Almadina School Society	429	Enhancing Student Counseling Services	$ 32,912	325 Students, Grades K to 9, 1 School	Provide a part-time personal and career counsellor with expertise in gifted education and research procedures to help children develop planning and coping skills.	8	63	.12
Aspen View Regional Division No. 19	370	Improving Mathematics	$ 117,650	2768 Students, Grades K to 9, 16 Schools	Professional development activities for teachers to improve their mathematics instruction skills.	22	45	.04
Aspen View Regional Division No. 19	372	Improving Literacy	$ 300,010	2197 Students, Grades K to 7, 13 Schools	Expand the literacy program, with a focus on writing techniques, using part-time literacy teachers, professional development and a literacy coordinator.	16	19	-.06
Association for Christian Schooling in Calgary South	807	Classroom Resource/Student Assistance Support	$ 2,401	10 Students, Grades 2 to 4, 1 School	Provide paraprofessional to work with students who are not making good academic progress (individually or in small groups).	1	100	.52
Aurora Charter School Ltd.	107	Elementary Mathematics Initiative	$ 28,366	280 Students, Grades K to 6, 0 School	Professional development in math and additional resources to improve mathematics instruction.	4	25	.72
Aurora Charter School Ltd.	106	Elementary Literacy Initiative	$ 13,500	21 Students, Grades 3 to 6, 1 School	Expand the early literacy program to provide small group tutoring for identified students.	4	25	.13
Banbury Crossroads School	825	science program enhancement	$ 3,444	80 Students, Grades 1 to 12, 1 School	Provide hands-on learning experiences in science through appropriate learning resources.	5	40	.00
Banff Mtn Ski Academy Society	1014	Enhancing outdoor education	$ 2,409	32 Students, Grades 7 to 12, 1 School	Provide a redesigned PE program along with a part-time teacher to be paid from non-AISI funds, that will enhance students opportunities to learn about the environment in non-traditional ways outside the classroom setting.	1	100	.59
Bashaw Early Learning Centre	1048	ECS resource enhancement	$ 1,159	19 Students, Grade K, 1 School	Acquire and integrate appropriate new learning resources into the ECS program and lesson plans that will be enhanced by teacher PD entitled "Animated Literacy Workshop".	1	.00	.00
Battle River Regional Division No. 31	394	Accelerated Core Team Program (ACT Program)	$ 624,522	381 Students, Grades K to 9, 26 Schools	Provide assistance to students performing below grade level, including staff development on effective teaching strategies, expanded early literacy programs and additional class time.	3	67	.07
Battle River Regional Division No. 31	424	Enhanced Staff Development in Battle River	$ 305,000	7800 Students, Grades K to 12, 37 Schools	Develop and implement a staff development plan to enhance instructional delivery; develop and implement alternative delivery approaches for math and high need, low enrolment high school courses.	11	36	-.05
Bearspaw Christian School Society	915	Leadership Development	$ 4,323	90 Students, Grades 9 to 12, 1 School	Provide after school seminars, presentations and practical opportunities to develop leadership skills.	3	100	.42
Bearspaw Christian School Society	855	Curriculum Resource Enhancement	$ 16,500	133 Students, Grades 7 to 12, 1 School	Upgrading library resources, including software; hiring a part-time librarian.	6	67	.11
Bearspaw Christian School Society	826	Elementary Math Improvement	$ 5,500	225 Students, Grades 1 to 6, 1 School	Researching teaching and learning materials and providing workshops and conferences for teachers.	3	67	.09

[2] These results need to viewed with caution as (1) the measures are based on a single year of data and (2) the analysis includes both measures of student learning and other types of measures, such as satisfaction with the project. An apparent decline in a single year may not be reflective of lack of success. All projects achieve key learnings that have not been captured in the measures.

Classification of effect sizes: **Small**—Less than 0.40; **Medium**—Between 0.40 and 0.79; **Large**—0.80 or greater.

Authority	Project ID	Project Title	Approved Funding	Scope	Description	No. of Measures	% of Measures Meeting Target	Average Effect Size
Berwyn Kindergarten Society	890	ECS Physical Education	$ 976	16 Students, Grade K, 1 School	Expand the physical education program by encouraging parental involvement in activities and providing appropriate learning opportunities in the community.	1	100	.28
Black Gold Regional Division No. 18	521	Empowerment Program	$ 372,589	300 Students, Grades 7 to 12, 9 Schools	Take a team approach to supporting high-risk students using workshops, intervention and specialized support. Teams will include administrators, teachers, counsellors, parents, social workers and community resources.	6	83	.65
Black Gold Regional Division No. 18	531	Learning with Music	$ 46,280	597 Students, Grades K to 6, 2 Schools	Provide a music specialist to help teachers integrate music and song into the curriculum and to improve the music program.	6	100	.55
Black Gold Regional Division No. 18	560	Healthy Lifestyles	$ 29,270	775 Students, Grades 9 to 12, 1 School	Create an education-based wellness centre, offering a full range of modules and information on training, nutrition, individual program design, injury prevention and related active lifestyle topics.	2	50	.12
Black Gold Regional Division No. 18	526	SciTech - Students as Scientists and Engineers	$ 52,060	90 Students, Grades 9 to 12, 1 School	Enhance science instruction strategies by using a hands-on, laboratory-based approach, technology and resources obtained via the Internet.	1	100	.09
Black Gold Regional Division No. 18	245	Literacy across the elementary grades	$ 322,660	1488 Students, Grades 3 to 6, 12 Schools	Implement a collaboratively planned literacy program and provide professional development to support it.	4	50	.06
Black Gold Regional Division No. 18	565	Supporting Gifted and Talented Students	$ 22,760	50 Students, Grades 1 to 8, 2 Schools	Provide enhanced activities to meet the needs of gifted and talented students; professional development programs in this area.	8	50	.00
Bosco Homes A Society For Children And Adolescents	620	TECHNOLOGY UPGRADES - THOMAS MORE ACADEMY	$ 7,519	16 Students, Grades 1 to 12, 1 School	Establish a networked computer environment for students to use in their instructional programs.	2	50	.14
Boyle Street Education Centre	4284	Health Initiative	$ -	105 Students, Grades 8 to 12, 1 School	To provide a nutritious breakfast and lunch program.	2	50	.28
Brant Christian School Society	842	Research skill and resource enhancement	$ 7,643	82 Students, Grades K to 9, 1 School	Expand and enhance library services.	5	60	.21
Buffalo Trail Public Schools Regional Division No. 28	214	BTRD Literacy Project	$ 492,722	3923 Students, Grades preK to 12, 25 Schools	Implement a literacy project involving resource-based teaching, balanced literacy, multiple intelligences theory, early intervention and technology.	8	88	.08
Buffalo Trail Public Schools Regional Division No. 28	236	BTRD Math Improvement Project	$ 94,854	550 Students, Grades 4 to 9, 4 Schools	Implement a project involving teachers, students and parents in site-based development of programs to improve mathematics performance (use of technology, math literacy programs and focused attention on problem solving).	5	100	.08
Calgary Aborginal Headstart Society	990	Aboriginal cultural enhancement	$ 1,647	76 Students, Grades preK to K, 1 School	Provide a program with physical and people resouces to help children better understand and appreciate their aboriginal culture.	1	.00	.00
Calgary French & International School Society	908	Enhanced French Immersion: PD and Arts	$ 21,349	387 Students, Grades preK to 6, 1 School	Providing professional development for teachers and hiring a full-time art specialist for the elementary grades.	2	50	1.81
Calgary Quest Children's Society	993	Supporting Special Needs Student Placement	$ 4,432	11 Students, Grades preK to 5, 1 School	Utilize professional development and revisions to the Quest pogram and improved placement practices to facilitate efffective transitions for students.	1	.00	.28
Calgary Roman Catholic Separate School District No. 1	550	Lion's Quest	$ 12,022	520 Students, Grades K to 6, 1 School	Implement a comprehensive and positive youth development program reinforcing decision-making and social skills, respect and responsibility.	3	33	1.11
Calgary Roman Catholic Separate School District No. 1	559	Safe and Caring Schools - Violence Prevention	$ 15,522	1061 Students, Grades 10 to 12, 1 School	Adopt and implement the ATA Safe and Caring Schools model.	7	100	1.06
Calgary Roman Catholic Separate School District No. 1	561	Increasing Student Engagement in Education	$ 34,177	90 Students, Grades 10 to 12, 1 School	Provide students with positive contact with at least one adult in the school community through mentoring and connecting students with school activities.	5	80	.66
Calgary Roman Catholic Separate School District No. 1	558	Comprehensive Career Development Project	$ 243,610	9484 Students, Grades 9 to 12, 9 Schools	Develop career centres and a career culture to prepare students for life.	4	50	.62
Calgary Roman Catholic Separate School District No. 1	567	Technology Enhancement	$ 137,570	9538 Students, Grades 5 to 12, 31 Schools	Implement a set of strategies to enhance the integration of technology into various subject areas.	13	69	.47
Calgary Roman Catholic Separate School District No. 1	548	TNT: Tips 'N Tricks for Dynamite Learning	$ 31,552	140 Students, Grades 5 to 9, 1 School	Provide professional development and parent workshops on strategies to enhance students' learning and study skills.	4	.00	.29

Classification of effect sizes: **Small**—Less than 0.40; **Medium**—Between 0.40 and 0.79; **Large**—0.80 or greater.

Authority	Project ID	Project Title	Approved Funding	Scope	Description	No. of Measures	% of Measures Meeting Target	Average Effect Size
Calgary Roman Catholic Separate School District No. 1	576	Numeracy Development	$ 351,790	5878 Students, Grades K to 12, 36 Schools	Design, develop and implement five different initiatives related to enhancing numeracy instruction.	21	62	.18
Calgary Roman Catholic Separate School District No. 1	580	Junior High Learning	$ 966,650	5418 Students, Grades 7 to 9, 19 Schools	Provide a coordinating teacher, professional development, implementation of best practices and alignment of instructional programs to meet the developmental needs, and improve the motivation, of junior high students.	6	67	.17
Calgary Roman Catholic Separate School District No. 1	551	Physical Education High School Enhancement	$ 20,722	8542 Students, Grades 10 to 12, 7 Schools	Enhance the new physical education program through developing additional units.	2	.00	.14
Calgary Roman Catholic Separate School District No. 1	520	Community of Caring	$ 241,320	20553 Students, Grades K to 12, 41 Schools	Create positive climates in schools through intervention, building relationships between staff, parents, students and the community, creating opportunities for students to solve problems and emphasizing positive values and community service.	15	60	.04
Calgary Roman Catholic Separate School District No 1	562	Aboriginal Student Support	$ 47,022	37 Students, Grades K to 6, 1 School	Provide an inclusive learning environment through small groups, home visits, communication and monitoring.	7	29	.01
Calgary Roman Catholic Separate School District No. 1	607	Literacy Development	$ 1,372,034	14320 Students, Grades preK to 12, 44 Schools	Implement ten strategies designed to develop and enhance literacy skills.	51	45	.01
Calgary Roman Catholic Separate School District No. 1	547	Intervention School Support	$ 628,110	42863 Students, Grades K to 12, 88 Schools	Create a learning environment conducive to student learning by using school support workers to identify student needs and develop strategies to meet those needs in consultation with teachers, professionals and family.	11	64	.01
Calgary Roman Catholic Separate School District No. 1	552	Brain-Based Learning/Gym	$ 8,822	1175 Students, Grades K to 9, 4 Schools	Offer an alternative program for students who may have an attention deficit disorder.	2	.00	-.06
Calgary Roman Catholic Separate School District No. 1	555	Interdisciplinary Environmental Studies	$ 12,022	549 Students, Grades K to 9, 1 School	Enhance environmental science learning activities by transforming part of the school courtyard into an outdoor classroom with trees, shrubs and other plants, to provide a naturalized area for supplementary projects in various subjects.	1	.00	-.53
Calgary School District No. 19	669	Technology Mentorship Program	$ 66,878	800 Students, Grades 7 to 9, 2 Schools	Provide a technology mentor/teacher to work with students and staff.	4	50	1.34
Calgary School District No. 19	801	K-12 Literacy Enhancement Project	$ 669,863	100 Students, Grades K to 12, 24 Schools	Identify, provide intervention for and track students who are below grade level in reading and writing literacy.	15	67	1.01
Calgary School District No. 19	689	Mobile Computer Lab Project	$ 31,252	928 Students, Grades K to 6, 5 Schools	Provide a portable lab of 18 computers to enhance Information and Communication Technology outcomes in elementary schools.	1	100	.76
Calgary School District No. 19	601	French Language Literacy	$ 90,630	3100 Students, Grades K to 6, 11 Schools	Provide ongoing staff development coupled with the identification of excellent French language resources.	3	100	.70
Calgary School District No. 19	690	Increasing Literacy Through Mentoring Coach	$ 461,482	12000 Students, Grades 2 to 12, 27 Schools	Provide time for experienced master teachers to visit schools to help colleagues enhance their skills in teaching literacy.	24	100	.54
Calgary School District No. 19	701	CLC 1 Plugging The Gaps In Transition	$ 334,931	240 Students, Grades 7 to 10, 9 Schools	School-based project staff will implement a variety of strategies to support students with deficiencies in their learning strategies.	11	64	.47
Calgary School District No. 19	637	A Whole School Approach to Early Literacy	$ 1,312,569	2100 Students, Grades 1 to 2, 20 Schools	Provide an early literacy program involving balanced instruction, ongoing professional development, parent involvement and early intervention.	7	100	.47
Calgary School District No. 19	675	Grade Ten Transition Program	$ 130,204	30 Students, Grade 10, 9 Schools	Provide an alternative learning program for students who have failed in the regular program.	4	100	.42
Calgary School District No. 19	799	Elementary Literacy Support Team	$ 216,777	800 Students, Grades 1 to 6, 7 Schools	Create a "roving" literacy team of three teachers to provide literacy professional development at involved schools.	5	100	.41
Calgary School District No. 19	783	Building Resiliency, Knowledge and Skills	$ 64,303	15 Students, Grade 10, 3 Schools	Work directly with at-risk students to improve the transition to senior high school (summer camp and counselling).	2	50	.39
Calgary School District No. 19	583	Secondary Mathematics Improvement	$ 666,701	10000 Students, Grades 7 to 12, 50 Schools	Integrate instructional courseware called The Learning Equation into instructional strategies, classroom settings and school environments.	2	100	.31
Calgary School District No. 19	791	Literacy Mentorship Project	$ 360,435	6000 Students, Grades 3 to 6, 20 Schools	Provide four lead teachers to help their colleagues develop appropriate instructional skills in teaching literacy.	10	80	.31
Calgary School District No. 19	668	Infusion of ICT into Core Curriculum Programs	$ 1,180,270	102500 Students, Grades K to 12, 226 Schools	Provide comprehensive and systematic staff development in the area of Information and Communication Technology to enhance technology instructional strategies.	11	45	.29
Calgary School District No. 19	782	Arts Infusion In The Curriculum	$ 52,503	1990 Students, Grades K to 6, 3 Schools	Share resources of three schools to "infuse" the arts into the curriculum, to foster greater interest in, and a deeper understanding of, subject areas.	10	80	.27
Calgary School District No. 19	779	Enhancing Student Literacy Through Curriculu	$ 334,932	7621 Students, Grades K to 6, 19 Schools	Provide professional development opportunities that support literacy development, including an "artists in residence" strategy.	26	58	.26

Classification of effect sizes: **Small**—Less than 0.40; **Medium**—Between 0.40 and 0.79; **Large**—0.80 or greater.

Authority	Project ID	Project Title	Approved Funding	Scope	Description	No. of Measures	% of Measures Meeting Target	Average Effect Size
Calgary School District No. 19	789	Multi-Faceted Enchanced Literacy Opportunity	$ 334,930	600 Students, Grades 1 to 6, 6 Schools	Establish a literacy team to improve literacy through direct intervention with individuals and small groups.	5	40	.24
Calgary School District No. 19	800	Information Literacy for Enhancement of St	$ 35,002	625 Students, Grades K to 6, 2 Schools	Improve the information literacy of students, teachers and parents by hiring a literacy media specialist, realigning the library/media centre, and providing professional development to incorporate technology into the curriculum.	16	50	.24
Calgary School District No. 19	743	Getting Youth and School Together	$ 354,847	470 Students, Grades 5 to 12, 7 Schools	Offer an alternative program for students who have failing grades in language arts and math.	28	61	.24
Calgary School District No. 19	767	Motivating, Informing & Monitoring For Succe	$ 139,454	120 Students, Grades 7 to 9, 7 Schools	Operate an effective intervention program for at-risk students.	3	.00	.20
Calgary School District No. 19	797	Enhanced Literacy Support For High School Students	$ 97,661	36 Students, Grades 10 to 12, 1 School	Introduce a literacy support project through partnerships with community agencies and a literacy curriculum leader.	3	33	.20
Calgary School District No. 19	605	Assessing and Communicating Student Achievement o	$ 59,378	20000 Students, Grades K to 12, 102 Schools	Implement an assessment tool to determine student progress in the areas of citizenship, communication, self-directed learning, critical and creative thinking and collaboration.	6	100	.18
Calgary School District No. 19	792	Learning and Technology Project Leader	$ 68,865	409 Students, Grades 10 to 12, 1 School	Provide a technology coordinator to assist teachers to implement and enhance the Information and Communication Technology (ICT) program.	4	75	.14
Calgary School District No. 19	621	Virtual Learning Network	$ 416,688	30000 Students, Grades 1 to 12, 167 Schools	Create a Virtual Learning Network that will develop, deliver and manage online courses, project and learning activities.	2	100	.12
Calgary School District No. 19	671	Developing Multiple Literacies K-6	$ 335,901	5500 Students, Grades K to 6, 19 Schools	Use a whole school approach to improve receptive and expressive literacy in multiple forms.	2	50	.11
Calgary School District No. 19	805	Literacy - Grades 4 to 9	$ 185,141	200 Students, Grades 4 to 9, 5 Schools	Provide an intensive, short-term, small-group intervention (pullout) program to students with weak literacy skills.	9	89	.08
Calgary School District No. 19	628	Junior High Integrated Occupational Program	$ 625,033	190 Students, Grades 7 to 9, 9 Schools	Provide additional teachers to enhance the Grades 8 and 9 Integrated Occupational Program.	4	50	.08
Calgary School District No. 19	775	Improving Literacy in Secondary Schools	$ 220,561	6800 Students, Grades 7 to 12, 7 Schools	Introduce a program that makes every teacher a teacher of reading.	6	67	.07
Calgary School District No. 19	795	Kindergarten to Grade Two Early Literacy	$ 34,696	1100 Students, Grades K to 2, 7 Schools	Enhance literacy development support through professional development opportunities.	2	100	.00
Calgary School District No. 19	674	Literacy Enhancement For Secondary Students	$ 180,572	1600 Students, Grades 7 to 10, 5 Schools	Provide literacy enhancement programs in four junior high schools and one IOP senior high school through 2.8 specialized teachers.	5	60	-.03
Calgary School District No. 19	794	Improving Receptive and Expressive Language	$ 122,506	150 Students, Grades 3 to 6, 7 Schools	Offer a special program for students who need assistance with literacy skills.	7	29	-.38
Calgary School District No. 19	704	Division 2 & 3 Literacy	$ 75,004	5000 Students, Grades 4 to 9, 14 Schools	Existing literacy teams and a consultant will coordinate the development of all teachers in improving literacy.	2	.00	-.68
Calgary Science School Society	516	SAS-Quest: A problem-based integrated curriculum	$ 15,488	350 Students, Grades 4 to 9, 1 School	Develop and implement enhanced integrated science curricula across grades.	8	75	.97
Calgary Society for Christian Education	760	Early Literacy/Reduction in class size	$ 30,879	78 Students, Grades 1 to 2, 1 School	Enhance early literacy through appropriate strategies and reduce class size for Grades 1 and 2 (15-18 students per class).	3	100	1.74
Calgary Society for Effective Education of Learning Disabled	958	Building special needs supports	$ 36,719	15 Students, Grades 3 to 12, 1 School	Develop and utilize effective language arts, math and social skills programs for students with non-verbal learning disabilities.	1	100	.35
Calgary Waldorf School Society	812	Extra Learning Needs	$ 8,475	33 Students, Grades preK to 9, 1 School	Assess students and help develop individualized programs through an educational psychologist.	1	100	.25
Calgary Waldorf School Society	810	Blended Curriculum Document	$ 4,500	215 Students, Grades 1 to 9, 1 School	A consultant will blend the school's philosophy with the provincial programs of study.	1	100	.13
Calgary Waldorf School Society	813	Music Mentoring	$ 4,500	150 Students, Grades 1 to 6, 1 School	Provide mentoring for a new music teacher for one year.	3	33	-.17
Calvin Christian School Society of the Netherlands Reformed Congregations	847	Technology Integration	$ 45,368	645 Students, Grades K to 12, 1 School	Enhancing the integration of technology into the curriculum (improving computer lab, purchasing software, etc.).	4	75	.36
Canadian Reformed School Society of Edmonton	897	Instruction Support	$ 14,626	116 Students, Grades 2 to 9, 1 School	More individualized assistance for students, particularly in the areas of language arts and mathematics, and assistance to teachers to implement Individual Program Plans for special needs students.	7	43	.06
Canadian Reformed School Society of Neerlandia	902	Library Enhancement Project	$ 13,726	168 Students, Grades K to 12, 1 School	Enhancing the library and introducing a computer assisted readng program	4	25	-.07

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Authority	Project ID	Project Title	Approved Funding	Scope	Description	No. of Measures	% of Measures Meeting Target	Average Effect Size
Canadian Rockies Regional Division No. 12	759	ICT Mentors	$ 40,000	2500 Students, Grades K to 12, 6 Schools	Providing professional development and mentoring to improve teacher skills with, and use of, technology in the classroom.	2	100	.65
Canadian Rockies Regional Division No. 12	762	Academy of Reading Initiative	$ 199,304	150 Students, Grades 3 to 12, 3 Schools	Utilize professional development in the Reading Academy program, provide timely technical support and integrate the Reading Academy learnings into classsroom teaching strategies including the use of constant student feedback.	1	100	.38
Canadian Rockies Regional Division No. 12	761	Reading Intervention	$ 84,250	50 Students, Grades K to 3, 2 Schools	Utilize the Early Intervention Program, resources and PD as well as an additional teacher to increase reading ability.	1	00	-.39
Canadian University College	945	Technology Enhancement	$ 11,023	139 Students, Grades 10 to 12, 1 School	Provide and integrate professional development and technology resources, software and equipment to enhance technology instruction and learning.	3	100	.67
CAPE - Centre for Academic and Personal Excellence Institute	781	Personal Excellence Project	$ 3,367	160 Students, Grades 1 to 9, 1 School	Projects for students to develop citizenship and interpersonal skills and to involve interaction with the community.	3	100	2.12
CAPE - Centre for Academic and Personal Excellence Institute	830	Language Enrichment/Remedial Program	$ 12,000	60 Students, Grades 1 to 4, 1 School	Provide enrichment and remedial help in language arts.	5	80	.97
Central Alberta Christian High School Society	909	Career Guidance and Transition Counselling	$ 9,052	134 Students, Grades 10 to 12, 1 School	Through the recruiting and appointment of a special counsellor, encourage new Grade 10 students to feel comfortable in the high school setting. Also transition from senior high to post-secondary studies and careers.	3	100	.25
Chinook's Edge School Division No. 73	716	Senior High School Resource & Support Project	$ 31,416	12 Students, Grades 9 to 11, 1 School	Develop a student resource and support room setting to provide academic, social/emotional, and school to work transition support.	5	100	1.70
Chinook's Edge School Division No. 73	712	GLOBE Science Program	$ 33,241	50 Students, Grade 9, 1 School	Implement the GLOBE Science Program in four areas of study: atmosphere and climate, hydrology, land cover and biology, and soils. Students learn the scientific method and design and conduct their own investigations.	8	75	.61
Chinook's Edge School Division No. 73	722	Inclusion	$ 57,945	150 Students, Grades K to 2, 1 School	Integrate students with high needs into the school community and provide professional development to support integration.	3	67	.60
Chinook's Edge School Division No. 73	717	Depth in Instruction and Learning	$ 13,799	140 Students, Grades K to 3, 1 School	Students will use small group, "hands-on" and real life projects to make connections across curriculum areas. Teacher professional development and collaboration will support curriculum integration.	16	75	.58
Chinook's Edge School Division No. 73	714	Integrated Humanities 10 Program	$ 18,099	40 Students, Grade 10, 1 School	Create a Humanities 10 course stressing integration of units of study in both English and Social Studies 10, incorporating use of technology and a multi-media course of studies.	5	80	.34
Chinook's Edge School Division No. 73	728	Positive Reflection Room	$ 122,402	1028 Students, Grades 1 to 12, 2 Schools	Provide guidance, counselling, structure and academic support for students with behavioral challenges.	5	60	.18
Chinook's Edge School Division No. 73	724	Choices	$ 81,493	15 Students, Grades 6 to 8, 2 Schools	Provide a specialized classroom setting for identified students, and professional development focussing on Individual Program Plans and cooperative learning to meet the needs of students with learning disabilities.	2	50	.16
Chinook's Edge School Division No. 73	707	Improving Literacy	$ 927,306	3050 Students, Grades 1 to 12, 25 Schools	Implement an enhanced literacy project through the use of appropriate improved strategies and resources for selected target groups.	16	44	.08
Chinook's Edge School Division No. 73	719	St. John's First Aid Program	$ 5,864	40 Students, Grades 10 to 12, 1 School	Provide all teachers and students access to St. John's First Aid program by incorporating it into Physical Education 9, 20 and 30 courses.	6	50	.05
Chinook's Edge School Division No. 73	710	Students + Motivation = Positive Results	$ 30,227	186 Students, Grades 1 to 6, 1 School	Teachers and students will collaborate to develop and implement motivational instructional strategies and school events.	15	53	-.03
Chinook's Edge School Division No. 73	721	Positive School Climate	$ 31,109	420 Students, Grades 6 to 8, 1 School	Improve school climate by providing student recognition for achievement and social skills, and providing professional development on the skill and attitude components of grade 6 and 7 Health and Social Studies.	20	25	-.12
Christ the Redeemer Catholic Separate Regional Division No. 3	105	Basic Skills Program	$ 471,658	518 Students, Grades 3 to 12, 11 Schools	Implement the Basic Skills Program to identify, assess and provide small group assistance to students having difficulty mastering basic skills, primarily in language arts and mathematics.	3	100	.69
Clear Water Academy Foundation	790	Early Literacy Enhancment	$ 9,627	161 Students, Grades preK to 3, 1 School	Implement a phonetics-based and highly structured reading and writing program.	3	67	.14
Clearview School Division No. 71	461	Clearview Early Literacy Project	$ 184,000	837 Students, Grades K to 3, 17 Schools	Provide reading intervention for students experiencing difficulties in reading readiness and literacy.	6	83	.15

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Authority	Project ID	Project Title	Approved Funding	Scope	Description	No. of Measures	% of Measures Meeting Target	Average Effect Size
Clearview School Division No. 71	554	Fine Arts	$ 75,000	320 Students, Grades 6 to 12, 3 Schools	Utilize and share a specialized teacher to provide instruction in the fine arts in 3 schools.	7	29	-.25
Clearview School Division No. 71	673	Sunrise Program	$ 82,946	6 Students, Grades 6 to 8, 6 Schools	Provide an alternate program within the schools that delivers core courses and modified complementary courses to meet the needs of students at risk.	8	38	-.29
Coaldale Canadian Reformed School Society	984	Program Resourcing and PD Enhancement	$ 10,247	122 Students, Grades K to 12, 1 School	Utilize enhanced resources and professional development to improve student learning in the CTS and special needs programs.	4	75	.09
Concordia University College of Alberta	928	Career Counselling	$ 17,666	115 Students, Grades 10 to 12, 1 School	Provide career counselling and other resources to assist students in the transition from high school to the work place or to post-secondary programs.	2	100	1.34
Congregation House of Jacob - Mikveh Israel	757	Curriculum Enrichment-Gifted & Talented	$ 6,962	95 Students, Grades preK to 9, 1 School	Enrich the school program in a way that will help all students at the school through a collaborative process of an expert in programs for gifted and talented students.	4	75	.45
Delta West Academy Society	1022	Enhancing tolerance and understanding	$ 5,659	11 Students, Grades 10 to 12, 1 School	Utilize professional development, including a school-sponsored learning trip to the Museum of Tolerance, and integration of tolerance and understanding concepts into the whole senior high curriculum and social lives of the students.	1	100	.11
Department of Elementary Education University of Alberta	899	Math, Science and Literacy Enhancement	$ 2,440	46 Students, Grade K, 1 School	To enrich students' learning experiences through more manipulatives, games, puzzles and other learning resources.	1	100	.17
Destiny Christian School Society	966	CTS module resources	$ 7,253	34 Students, Grades 5 to 9, 1 School	Provide an enhanced CTS program utilizing professional development and appropriate supplies and equipment.	2	100	.31
Devon Christian School Society	898	Curriculum Resource Enhancement	$ 2,617	44 Students, Grades K to 9, 1 School	Purchase of resources to enhance mathematics, language arts and science instruction.	3	100	.61
Duchess Early Childhood Development Organization	979	Enhanced ECS literacy through phonemics	$ 1,220	27 Students, Grade K, 1 School	Utilize professional development and provide phonemic awareness resources to enhance grade one literacy readiness skills.	1	100	.20
E.C.S. Learning Association of Calgary	1003	Helping parents help children learn	$ 793	26 Students, Grade preK, 1 School	To support children's learning by resource enhancement.	1	100	.21
East Central Alberta Catholic Separate Schools Regional Division No. 16	615	Reading Remediation and Enrichment	$ 35,000	150 Students, Grades 1 to 9, 2 Schools	Implement a reading program using small groups to overcome learning problems.	18	89	1.40
East Central Alberta Catholic Separate Schools Regional Division No. 16	618	Career Education and Career Counselling	$ 27,000	80 Students, Grades 10 to 12, 1 School	Enhance career education through a concentrated focus on career education elements and expansion of career counselling for high school students.	11	82	.70
East Central Alberta Catholic Separate Schools Regional Division No. 16	617	Student to Teacher Ratio in Middle Levels	$ 73,000	90 Students, Grades 6 to 8, 1 School	Reduce the student-teacher ratio and implement specific instructional strategies to improve the learning environment.	14	86	.55
East Central Alberta Catholic Separate Schools Regional Division No. 16	612	Counselling Services ECS-Grade 9	$ 18,000	400 Students, Grades K to 9, 1 School	Provide counselling services and peer group supports.	7	86	.46
East Central Alberta Catholic Separate Schools Regional Division No. 16	613	Early Intervention Program	$ 34,000	30 Students, Grades K to 3, 1 School	Develop and implement an early intervention program focusing on reading, writing, spelling and math problem-solving skills.	9	89	.34
East Central Alberta Catholic Separate Schools Regional Division No. 16	614	Different Methods of Instruction	$ 41,000	300 Students, Grades K to 6, 1 School	Utilize different instructional methods and provide supporting professional development and direct assistance to teachers.	14	86	.28
East Central Alberta Catholic Separate Schools Regional Division No. 16	616	Rewriting Virtual School Curricula	$ 212,319	1250 Students, Grades 1 to 12, 1 School	Facilitate the rewriting of curricula applied in a virtual school environment.	14	50	-.08
Edberg/Meeting Creek ECS Society	1715	ECS resource enhancement	$ 732	8 Students, Grade K, 1 School	Utilize ECS program resources, including manipulative materials, books, field trips, teacher resources and teacher professional development.	1	.00	-.65

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Edelweiss Preparatory School Society	840	Multicultural Presenters	$ 1,098	26 Students, Grade K, 1 School	During the study of multiculturalism, visitors with various cultures present information about their food, dress, music, and folktales.	1	100	.32
Edison School Society	811	Library Improvement	$ 8,907	154 Students, Grades K to 12, 1 School	Enhance library utilization and effectiveness through a part-time libranan and appropriate books and materials.	4	75	.32
Edmonton Catholic Separate School District No. 7	727	Extended Experiences for Inner City Kindergarten	$ 341,700	165 Students, Grade K, 8 Schools	Create a full-day kindergarten program for inner-city children.	2	100	1.46
Edmonton Catholic Separate School District No. 7	730	Early Literacy Strategies	$ 855,780	800 Students, Grades 1 to 2, 66 Schools	Meet the literacy needs of students by providing maintenance support for teachers and lead teacher training.	2	100	.26
Edmonton Catholic Separate School District No. 7	609	Jr. High Social Studies Lead Teacher Initiative	$ 44,186	7188 Students, Grades 7 to 9, 25 Schools	Professional development to build the knowledge, skills and leadership capacity of teachers in social studies.	4	100	.24
Edmonton Catholic Separate School District No. 7	595	Programming for J.H. Gifted & Talented Students	$ 506,379	700 Students, Grades 7 to 9, 25 Schools	Build on programming for gifted and talented students, including professional development to identify gifted students and develop the knowledge, skills and resources to provide a variety of program options.	5	100	.21
Edmonton Catholic Separate School District No. 7	592	Ambassadors of Hope	$ 561,000	7858 Students, Grades 10 to 12, 9 Schools	Create effective schools by fostering student learning and prosocial behavior through the utilization of a chaplain/teacher in each high school.	3	67	.16
Edmonton Catholic Separate School District No. 7	597	Programming for Elem. Gifted & Talented Students	$ 1,216,227	1300 Students, Grades 1 to 6, 64 Schools	Build on programming for gifted and talented students, including professional development to identify gifted students and develop the knowledge, skills and resources to provide a variety of programming options.	7	86	.13
Edmonton Catholic Separate School District No. 7	619	Assessment for Learning	$ 144,655	32394 Students, Grades K to 12, 81 Schools	Develop staff capacity to implement changing assessment practices that incorporate greater student involvement in assessing their own work and learning.	10	80	.11
Edmonton Catholic Separate School District No. 7	604	Native Education Professional Dev. Initiatives	$ 98,685	1500 Students, Grades 1 to 12, 83 Schools	Professional development to improve teacher cultural awareness and sensitivity for Aboriginal students and their families.	8	100	.00
Edmonton Islamic School Society	763	Technology Integration - Math & LA	$ 18,453	394 Students, Grades K to 9, 1 School	Utilize computers, audio and video materials to enhance language arts and mathematics instruction; related workshops for teachers.	6	17	-.32
Edmonton School District No. 7	364	Early Literacy K-3	$ 3,000,000	1150 Students, Grades K to 3, 15 Schools	Implement full-day kindergarten, small class size and early literacy strategies to improve early literacy.	3	100	.22
Edmonton School District No. 7	374	Balanced Literacy and Reading Recovery	$ 1,000,000	1700 Students, Grades K to 3, 10 Schools	Implement Reading Recovery and Balanced Literacy strategies to improve early literacy.	3	100	.19
Edmonton School District No. 7	380	K-6 Maximizing Student Potential	$ 300,000	520 Students, Grades K to 6, 15 Schools	Implement strategies to better meet the educational needs of at-risk students and those with the greatest potential to improve achievement.	6	67	.16
Edmonton School District No. 7	306	Middle Literacy	$ 600,000	1200 Students, Grade 7, 8 Schools	Implement strategies to enhance student literacy for students not reading at grade level.	11	64	.13
Edmonton School District No. 7	368	Division IV Math	$ 1,500,000	6214 Students, Grades 10 to 12, 15 Schools	Provide professional development on strategies to enhance student achievement in pure and applied Mathematics 10, 20 and 30.	4	75	.12
Edmonton School District No. 7	311	Division III Math	$ 1,500,000	2200 Students, Grades 7 to 9, 15 Schools	Implement a variety of teaching strategies to better meet the educational needs of students enrolled in mathematics.	12	33	.02
Edmonton School District No. 7	314	7-9 Maximizing Student Potential	$ 500,000	2200 Students, Grades 7 to 9, 10 Schools	Implement strategies to better meet the educational needs of at-risk students and those with the greatest potential to improve achievement.	27	48	.01
Edmonton School District No. 7	218	Division II Math	$ 800,000	1190 Students, Grades 4 to 6, 10 Schools	Develop a balanced mathematics approach that includes inservices in teaching strategies, collaborative planning, regrouping students according to learning needs, and access to extra-curricular math activities.	9	33	-.04
Elk Island Catholic Separate Regional Division No. 41	464	Student Resource Centre - John Paul II	$ 54,000	265 Students, Grades 9 to 12, 1 School	Creating a student resource center with tutoring, counselling, career planning, technology resources and other services to students before, during and after school.	9	56	.31
Elk Island Catholic Separate Regional Division No. 41	459	Literacy for Learning	$ 296,516	5000 Students, Grades K to 12, 13 Schools	Expand early literacy programs through the use of differentiated learning strategies for children, provide early intervention reading programs and professional development to meet the literacy needs of all K to 12 students, and provide direct support and assitance to all tachers through a Literacy Coordinator.	5	100	.26
Elk Island Public Schools Regional Division No. 14	478	Middle Years Literacy - Elementary Training	$ 70,523	26 Students, Grades 4 to 6, 26 Schools	Provide professional development and ongoing support for teachers working in the Middle Years Literacy Program.	3	100	2.82
Elk Island Public Schools Regional Division No. 14	490	Literacy Assistance in French Immersion (Gr. 1-2)	$ 13,380	4 Students, Grades 1 to 2, 1 School	Provide individual or small-group assistance in specific skills to enhance student fluency and confidence in the French language.	3	100	2.75
Elk Island Public Schools Regional Division No. 14	475	A Framework for Balanced Literacy (Primary)	$ 463,642	3300 Students, Grades 1 to 3, 26 Schools	Implement the Balanced Literacy Framework by providing professional development (workshops, demonstrations and coaching by Reading Specialists) for teachers as well as instructional materials and professional resources.	1	100	2.07

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Elk Island Public Schools Regional Division No. 14	476	Middle Years (7-9) Literacy Projects	$ 359,831	120 Students, Grades 7 to 9, 14 Schools	Provide individual instruction daily for at-risk students to improve reading, writing, spelling and comprehension.	3	100	1.80
Elk Island Public Schools Regional Division No. 14	481	Enhancing Student Learning in Math 30 and 31	$ 8,253	33 Students, Grade 12, 1 School	Implement instructional strategies including use of technology, differentiated learning, peer teaching and projects for Math 30/31.	4	75	1.57
Elk Island Public Schools Regional Division No. 14	480	A Learning Support Program for Students	$ 44,887	19 Students, Grade 10, 1 School	Implement the Learning Support Program for students at risk of failing academically, involving monitoring of attendance, behavior and achievement and use of mentors to provide support.	3	100	1.54
Elk Island Public Schools Regional Division No. 14	486	Teaching and Learning through Technology	$ 33,950	374 Students, Grades K to 6, 1 School	Utilize a technology support coordinator to provide teachers with skills and knowledge to enhance integration of technology into the curriculum.	8	50	1.45
Elk Island Public Schools Regional Division No. 14	494	Technology Mentorship Project	$ 23,485	400 Students, Grades 1 to 6, 1 School	Provide a pull-out program for high-ability learners to introduce them to technology skills in advance of their peers.	2	100	1.43
Elk Island Public Schools Regional Division No. 14	492	Information & Communication Technology Enhancement	$ 21,220	276 Students, Grades K to 12, 1 School	Utilize a teacher as the Information and Communication Technology coordinator to facilitate a phased-in enhanced implementation of the ICT curriculum outcomes.	5	60	.99
Elk Island Public Schools Regional Division No. 14	483	A Child Centred Multi-Grade Education	$ 35,372	39 Students, Grades preK to 2, 1 School	Reorganize classes to allow the teachers of multi-grade classes to provide increased instructional interaction for all students.	11	82	.98
Elk Island Public Schools Regional Division No. 14	489	Fine Arts and Multiple Intelligences	$ 38,450	345 Students, Grades 1 to 6, 1 School	Provide enhanced drama, music, dance, art and writing activities using specialists and community professionals.	15	73	.97
Elk Island Public Schools Regional Division No. 14	491	Integrated Fine Arts	$ 9,000	382 Students, Grades preK to 6, 1 School	Engage artists to integrate fine arts into the curriculum.	9	67	.80
Elk Island Public Schools Regional Division No. 14	488	Computer Assisted Instruction and Early Literacy	$ 9,363	20 Students, Grades 1 to 2, 1 School	Implement computer assisted instruction to teach early literacy.	4	100	.49
Elk Island Public Schools Regional Division No. 14	477	Making a Difference (Numeracy & Math Achievement)	$ 144,376	6500 Students, Grades 1 to 9, 35 Schools	Implement best teaching practices and provide opportunities for team planning in the area of mathematics.	4	75	.36
Elk Island Public Schools Regional Division No. 14	482	Excellence Through Character Education	$ 20,000	1700 Students, Grades 1 to 9, 5 Schools	Implement the Character Education Partnership to teach and model positive character traits in schools and communities.	21	76	.25
Elk Island Public Schools Regional Division No. 14	367	Kindergarten Program Enhancement	$ 160,000	1100 Students, Grade K, 26 Schools	Utilize reality-based technology integration, teacher professional development and coaching, and appropriate learning materials to enhance early literacy and numeracy instruction.	4	75	.21
Elk Island Public Schools Regional Division No. 14	479	Mission Possible-Collaborative Senior High Math	$ 88,192	3300 Students, Grades 10 to 12, 11 Schools	Provide professional development for all high school math teachers in the new math courses.	2	100	.20
Elk Island Public Schools Regional Division No. 14	487	Academic and Personal Support Program	$ 20,204	698 Students, Grades 7 to 9, 1 School	Present student achievement workshops based on the 7 Habits of Highly Effective Teens to the entire student population.	5	60	.14
Elk Island Public Schools Regional Division No. 14	485	Junior High Success Initiative	$ 299,051	200 Students, Grades 7 to 9, 7 Schools	Provide small-class settings with an emphasis on critical learnings, developmental assets and strategies for language arts and math for at-risk learners.	3	33	.07
Elk Island Public Schools Regional Division No. 14	493	French Learning Assistance in French Immersion	$ 11,033	7 Students, Grades 1 to 6, 1 School	Provide for small-group assistance for students experiencing difficulty with French language arts concepts.	2	50	-.84
Elves Special Needs Society	879	Special Needs Resources	$ 5,076	21 Students, Grades preK to 2, 1 School	Find and adapt resources for instructing children with severe multiple disabilities.	1	100	.04
Equilibrium International Education Foundation	907	Computer-based learning in Pure Mathemathics	$ 4,234	14 Students, Grade 10, 1 School	Develop and utilize a Pure Math 10 program on floppy disk for use in the school lab or home use including additional instruction for the students.	1	100	.24
Evangelical Free Church of Champion, Alberta	629	School of Tomorrow Group Project	$ 16,206	222 Students, Grades 1 to 12, 2 Schools	Update the School of Tomorrow Program of Studies, including new units to align with the Alberta Program of Studies, and train teachers to implement the improved program.	1	100	1.20
Evergreen Catholic Separate Regional Division No. 2	611	Enhancing Effectiveness Integrated Services	$ 255,189	2189 Students, Grades K to 12, 5 Schools	Provide special projects at 5 schools that include reducing class size, providing early intervention strategies, delivering a special adaptation program and providing career counselling.	37	78	.62
Foothills Academy Society	854	Mediated Mathematics	$ 6,000	168 Students, Grades 3 to 12, 1 School	Having students use mastery learning, project days, tutorials and other instructional approaches to teaching mathematics.	4	100	.98
Foothills Academy Society	895	Student Writing Project	$ 5,899	168 Students, Grades 3 to 12, 1 School	Professional support for teachers to implement teaching practices to improve learning disabled students' writing skills.	4	100	.65
Foothills School Division No. 38	386	Teaching for Mathematical Understanding	$ 244,793	6800 Students, Grades K to 12, 17 Schools	Provide teachers with training and mentoring in designing problem-based learning mathematics tasks and in designing performance-based assessment techniques.	5	100	.80

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Authority	Project ID	Project Title	Approved Funding	Scope	Description	No. of Measures	% of Measures Meeting Target	Average Effect Size
Foothills School Division No. 38	362	Learning Through the Arts	$ 54,349	315 Students, Grades K to 5, 1 School	Increase and integrate fine and performing arts into day-to-day learning, including movement, visual arts, drama and music.	3	100	.62
Foothills School Division No. 38	333	Foothills ICT Implementation Project	$ 316,280	6800 Students, Grades 1 to 12, 17 Schools	Provide a team of support teachers to provide in-school workshops, coaching, demonstrations and support for teachers to enhance the implementation of the new Information and Communication Technology (ICT) curriculum.	4	100	.60
Foothills School Division No. 38	338	West End Fine Arts Initiative	$ 61,256	1000 Students, Grades K to 12, 5 Schools	Establish an enhanced and sustainable fine arts program that includes increasing staff learning, providing workshops, clinics and guest artists, and creating a band option.	5	100	.46
Foothills School Division No. 38	358	Metacognition-Learning How to Learn	$ 24,221	437 Students, Grades K to 6, 1 School	Provide professional development for teachers to build student understanding of how they learn and to implement a problem-solving approach to behavior management.	3	100	.36
Foothills School Division No. 38	375	Building Connections to the World	$ 8,407	31 Students, Grades 3 to 6, 3 Schools	Provide materials to support and supplement social studies and science topics to increase the background knowledge of students attending Hutterite Schools.	3	67	.18
Foothills School Division No. 38	352	Differentiation	$ 16,414	350 Students, Grades 6 to 8, 1 School	Provide professional development to help teachers identify and address students' different learning styles.	13	38	.12
Foothills School Division No. 38	381	Literacy Links Learning	$ 29,924	200 Students, Grades 7 to 9, 1 School	Implement the Picture Word Inductive Model of Teaching to develop student literacy by using strategies that recognize multiple intelligences.	2	100	.08
Foothills School Division No. 38	331	Culture Building and the Elimination of Threat and	$ 15,814	202 Students, Grades K to 8, 1 School	Implement a program to support different groupings to eliminate bullying, learned helplessness and lack of control and motivation.	10	60	.07
Foothills School Division No. 38	383	Making Learning Personal	$ 29,924	520 Students, Grades K to 9, 1 School	Integrate, enrich and personalize student learning through multiple intelligence theory and through literature, fine arts and technology.	4	50	.05
Fort McMurray Christian School Society	881	Learning resources	$ 2,592	22 Students, Grades K to 8, 1 School	To integrate increased resources for mathematics, social studies and language arts instruction.	2	100	.29
Fort McMurray Roman Catholic Separate School District No. 32	234	Music and Student Achievement Project	$ 67,300	640 Students, Grades 1 to 8, 2 Schools	Utilize a music specialist to deliver a music program, freeing teachers to team teach or work with individual students.	30	70	.20
Fort McMurray Roman Catholic Separate School District No. 32	231	French Immersion Enhancement Project	$ 69,000	305 Students, Grades K to 8, 2 Schools	Develop and implement a student support program and diagnostic tools for French Immersion students.	4	25	.18
Fort McMurray Roman Catholic Separate School District No. 32	235	Writing Improvement project	$ 35,000	480 Students, Grades K to 8, 1 School	Utilize a writing classroom support teacher and teacher aide to support classroom instruction in writing.	6	83	.10
Fort McMurray Roman Catholic Separate School District No. 32	220	Early Entry Program	$ 26,665	84 Students, Grades preK to K, 1 School	Implement a full-time pre-ECS program for at-risk and special needs students.	2	50	.07
Fort McMurray Roman Catholic Separate School District No. 32	216	Literacy Support Program	$ 147,194	230 Students, Grades 4 to 12, 7 Schools	Implement a literacy support program using Autoskills and other reading and writing computer programs to help students experiencing language difficulties.	5	20	.07
Fort McMurray Roman Catholic Separate School District No. 32	233	Behaviour Modification Project	$ 60,000	10 Students, Grades 9 to 12, 1 School	Create an environment in which students with emotional and disruptive behaviors can succeed.	5	40	-.11
Fort McMurray Roman Catholic Separate School District No. 32	215	Counselling Young Students at Risk	$ 40,000	70 Students, Grades 1 to 8, 1 School	Provide classroom and small-group guidance, individual counselling, and parent and family programs to meet the developmental needs of students.	10	60	-.22
Fort McMurray School District No. 2833	392	Making Connections - The Literacy Link	$ 191,000	1754 Students, Grades 3 to 8, 6 Schools	Enhance the support for the early literacy initiative and provide professional development.	5	60	.39
Fort McMurray School Distrct No. 2833	378	Making Connections - The Mathematics Link	$ 207,408	2001 Students, Grades 3 to 8, 7 Schools	Utilize additional staff to deliver individual or small-group assistance for students having difficulty in math, professional development in the effective teaching of math and additional materials.	4	50	.18
Fort McMurray School Distrct No. 2833	393	Making Connections - Transitions Link	$ 151,174	230 Students, Grades 8 to 9, 1 School	Provide professional development to support literacy, numeracy and the transition from K-8 schools to high school.	10	40	.02
Fort Vermilion School Division No. 52	267	Improving Instruction	$ 376,068	2535 Students, Grades 1 to 9, 15 Schools	Provide professional development to teaching and administrative staff, including direct support in core subject areas and mentor teachers.	11	73	.16
Foundations for the Future Charter Academy Charter School Society	505	D.I. Connecting Math Concepts	$ 41,987	300 Students, Grades 3 to 6, 1 School	Implement a scripted direct instruction math program.	8	63	.26

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Authority	Project ID	Project Title	Approved Funding	Scope	Description	No. of Measures	% of Measures Meeting Target	Average Effect Size
Froebel Kindergarten Society of Alberta	838	Reading Improvement Program	$ 2,193	35 Students, Grades K to 2, 1 School	Adopt the multisensory Beacon Literacy Program: Leading to Learning.	2	50	.40
GCA Educational Society	623	Glenmore Christian Academy Technology Integration	$ 37,311	515 Students, Grades K to 9, 1 School	Enhance technology integration through the professional development of teachers and provision of appropriate technology.	5	100	1.07
German Canadian Association of Alberta	971	Improving Student Learning in German	$ 4,015	125 Students, Grades K to 12, 2 Schools	Utilize and integrate professional development and enhanced teaching/learning resources in the German language immersion program.	3	100	.27
Golden Hills School Division No. 75	104	Optimizing Student Potential - Life Skills	$ 129,177	1247 Students, Grades 1 to 12, 6 Schools	Develop and provide programs that address behavior management, student attendance, study skills, career exploration and adolescent health issues.	3	67	.06
Golden Hills School Division No. 75	100	Providing Opportunities for Success	$ 357,332	1785 Students, Grades 1 to 12, 25 Schools	Use enhanced instructional strategies to address students' varied abilities and learning styles by providing professional development and increasing the number of teachers and teacher assistants working with students in the classroom.	28	54	-.01
Grande Prairie and District Society for Christian Education	949	Technology enhancement	$ 2,500	135 Students, Grades K to 12, 1 School	Utilize professional development, improved technology and integration of technology into daily teaching.	3	100	.68
Grande Prairie and District Society for Christian Education	951	Music Program - Choir and Drama Enhancement	$ 3,000	30 Students, Grades 7 to 12, 1 School	Utilize appropriate music and drama materials, equipment and productions to enhance music and drama performance and enjoyment.	2	100	.13
Grande Prairie and District Society for Christian Education	952	Early Literacy	$ 2,392	56 Students, Grades K to 3, 1 School	Utilize and integrate workshops, peer inservice and enhanced learning materials in early literacy.	1	100	.04
Grande Prairie Roman Catholic Separate School District No. 28	644	TLE Grade 9 Mathematics Interactive CD-ROM Instruc	$ 2,500	15 Students, Grade 9, 1 School	Introduce The Learning Equation Interactive CD-ROM for Grade 9 math.	3	100	.60
Grande Prairie Roman Catholic Separate School District No. 28	647	PAL Project - Training of Grade 9 Tutors	$ 5,000	30 Students, Grades K to 9, 1 School	Provide training for Grade 9 students to act as tutors in the PALS approach to early literacy.	2	100	.53
Grande Prairie Roman Catholic Separate School District No. 28	650	FM Audio Enhancement System to Improve Language Sk	$ 2,500	48 Students, Grades 1 to 2, 1 School	Utilize an FM Auditory Enhancement System to allow even distribution of sound in the classroom and to enhance the ability of students to hear instruction.	8	100	.49
Grande Prairie Roman Catholic Separate School District No. 28	648	Reading Comprehension Strategy Instruction	$ 36,500	610 Students, Grades 3 to 4, 9 Schools	Provide specific teacher learning of research-supported reading strategy instruction.	4	100	.42
Grande Prairie Roman Catholic Separate School District No. 28	649	Lead Teacher/Learner in Mathematics Instruction	$ 97,220	1500 Students, Grades 4 to 9, 10 Schools	Utilize a lead teacher in mathematics strategy instruction.	7	71	.28
Grande Prairie Roman Catholic Separate School District No. 28	645	French Language Improvement through dictee hotline	$ 3,000	150 Students, Grades 1 to 9, 1 School	Establish a telephone hotline service for student dictee to provide appropriate pronunciation of French vocabulary.	1	100	.27
Grande Prairie Roman Catholic Separate School District No. 28	640	French Language Strategy Instruction	$ 31,030	460 Students, Grades K to 9, 1 School	Increase teacher use of research-based strategies for French second language instruction.	3	100	.21
Grande Prairie Roman Catholic Separate School District No. 28	643	Differentiated Instructional Strategy Instruction	$ 37,030	500 Students, Grades 10 to 12, 1 School	Provide lead teachers and professional development to improve instructional skills, to address students' different learning styles.	10	100	.21
Grande Prairie Roman Catholic Separate School District No. 28	642	Lead Teacher/Learner Learning and Technology	$ 76,120	3350 Students, Grades K to 12, 10 Schools	Provide inservice training and instructional support to staff in order to implement the mandatory technology outcomes.	5	20	.03
Grande Prairie School District No. 2357	253	Supporting Quality Teaching Practices	$ 98,400	5219 Students, Grades K to 12, 12 Schools	Improve the quality of teaching in the jurisdiction through increased professional development.	3	100	.49
Grande Yellowhead Regional Division No. 35	301	Circles Of Support (Evergreen School)	$ 22,980	24 Students, Grades 1 to 6, 1 School	Support teachers who have special-needs students in their classrooms and assistance to these students and their families.	5	80	1.99
Grande Yellowhead Regional Division No. 35	303	Niton Literacy Project	$ 25,630	25 Students, Grades 1 to 6, 1 School	Supplement regular language/reading program with remedial, comprehensive literacy program.	4	100	.83

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Authority	Project ID	Project Title	Approved Funding	Scope	Description	No. of Measures	% of Measures Meeting Target	Average Effect Size
Grande Yellowhead Regional Division No. 35	232	Great STARt @ Dakin	$ 18,654	16 Students, Grades 2 to 5, 2 Schools	A small class (fewer than or equal to 17 students) will remain together from grades 1 to 3 for all core subjects.	1	100	.70
Grande Yellowhead Regional Division No. 35	300	Circles of Support (Westhaven)	$ 26,753	30 Students, Grades 1 to 6, 1 School	Support teachers who have special-needs students in their classrooms and assistance for these students and their families.	5	80	.41
Grande Yellowhead Regional Division No. 35	257	Junior High Class Size	$ 36,000	80 Students, Grades 7 to 9, 1 School	Provide smaller mathematics classes to permit more individualized instruction.	5	80	.41
Grande Yellowhead Regional Division No. 35	228	Grade 9 Small Group Instruction	$ 42,600	12 Students, Grade 9, 1 School	Provide a specialist teacher to instruct small groups and provide tutorials in math and language arts.	4	75	.40
Grande Yellowhead Regional Division No. 35	246	Literacy and numeracy enhancement.	$ 18,135	53 Students, Grades 2 to 3, 1 School	Create three instructional groups for language arts and math; providing a pupil/teacher ratio of less than 20.	6	67	.18
Grande Yellowhead Regional Division No. 35	326	Librarian Leadership (Jasper)	$ 28,250	240 Students, Grades 7 to 12, 1 School	Have a teacher/librarian develop student competence in research and study skills and work with teachers on planning to incorporate use of these skills.	8	63	.11
Grande Yellowhead Regional Division No. 35	256	Enhancing Junior High Academic Achievement	$ 53,000	40 Students, Grades 7 to 9, 1 School	Provide additional teacher support in the classroom and in small groups in the core subjects, emphasizing mathematics and the technology outcomes relevant to mathematics.	1	.00	.11
Grande Yellowhead Regional Division No. 35	270	Positive Connections A collaborative Community	$ 49,685	400 Students, Grades 1 to 7, 1 School	Combine French immersion and regular stream classes for joint swimming instruction and literacy activities.	2	50	.06
Grande Yellowhead Regional Division No. 35	241	Eagle. (expanded school day)	$ 66,000	102 Students, Grades 10 to 12, 1 School	Provide an in-house learning centre, staffed by a teacher aide, to give students before and after school access to library and computer resources.	1	.00	.03
Grande Yellowhead Regional Division No. 35	659	Student Literacy Project	$ 56,677	40 Students, Grades 6 to 9, 1 School	Provide intensive reading and writing instruction (with extensive staff development in this area).	4	25	.01
Grande Yellowhead Regional Division No. 35	322	HCHS Transitions Program	$ 100,000	140 Students, Grade 8, 1 School	Utilize additional professional staff to allow for professional development activities to build a schools transitions team and provide support for math classes, and hiring of reading specialist.	5	60	-.01
Grande Yellowhead Regional Division No. 35	243	Walking Together	$ 43,600	400 Students, Grades K to 7, 1 School	Provide release time for teachers and support staff to share best practices and professional development in evaluation, ICT, behavior management and best teaching practices.	6	83	-.03
Grande Yellowhead Regional Division No. 35	268	Early Literacy Assistance	$ 10,558	15 Students, Grades 1 to 6, 1 School	Provide extra assistance with reading through small group or individual instruction.	8	75	-.08
Grasslands Regional Division No. 6	524	Early Intervention Project	$ 113,250	685 Students, Grades preK to 3, 2 Schools	Implement a Parents as Teachers early intervention programs for pre-school children and their families.	2	100	2.21
Grasslands Regional Division No. 6	665	Drug/Alcohol Education Counselling	$ 45,000	500 Students, Grades 6 to 12, 13 Schools	Provide drug/alcohol education and counselling.	3	67	.90
Grasslands Regional Division No. 6	457	Inclusive Education Project	$ 95,000	355 Students, Grades 3 to 6, 2 Schools	Increase diversification of instructional methods to meet student needs, particularly students with severe disabilities and gifted students.	8	63	.46
Grasslands Regional Division No. 6	622	Hands-On Science	$ 4,950	44 Students, Grades 4 to 6, 6 Schools	Provide schools with quality science manipulatives and equipment.	1	100	.16
Grasslands Regional Division No. 6	666	Brooks Composite High School Tutoring Project	$ 56,000	620 Students, Grades 10 to 12, 1 School	Provide students with access to school-appointed tutors in core subjects outside class time.	7	57	.05
Grasslands Regional Division No. 6	525	Improvement in Fine Arts Program	$ 93,920	3700 Students, Grades K to 12, 12 Schools	Improve the fine arts program through strategies such as engaging local artists, showcasing local talent, improving teachers' skills, etc.	6	67	.04
Grasslands Regional Division No. 6	596	Extension of EarlyLiteracy Program Duchess School	$ 12,000	20 Students, Grade 3, 1 School	Provide individual and small-group instruction in literacy skills.	7	57	.01

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Grasslands Regional Division No. 6	680	After School Tutorial Project	$ 30,000	100 Students, Grades 1 to 12, 1 School	Provide after-school tutorials and assistance with homework.	26	54	.00
Greater North Central Francophone Education Region No. 2	385	La lecture pour tous et en tout	$ 53,000	1450 Students, Grades K to 12, 10 Schools	Offer a reading program for all grades and in all subjects.	7	57	.14
Greater North Central Francophone Education Region No. 2	379	Donnons la parole aux élèves - Initiative de franc	$ 80,756	1450 Students, Grades K to 12, 10 Schools	Establish a project that increases students' pride in their language and helps them maintain and develop language skills in a minority situation.	1	100	.03
Greater North Central Francophone Education Region No. 2	391	Les mathématiques au secondaire	$ 40,000	1450 Students, Grades K to 12, 10 Schools	Provide professional development programs for teachers.	6	50	-.04
Greater St. Albert Catholic Regional Division No. 29	448	Secondary Math	$ 68,370	960 Students, Grades 4 to 12, 2 Schools	Enhance online and classroom mathematics instruction with technology.	6	100	1.01
Greater St. Albert Catholic Regional Division No. 29	451	French Language Skill in Immersion	$ 149,856	1204 Students, Grades K to 12, 3 Schools	Use a wide variety of strategies and interventions to teach French.	4	50	.69
Greater St. Albert Catholic Regional Division No. 29	450	Secondary Literacy	$ 161,564	2108 Students, Grades 6 to 12, 5 Schools	Enhance instruction in reading and writing through program changes and the professional development of teachers.	2	100	.24
Greater St. Albert Catholic Regional Division No. 29	442	Improving students' research skills	$ 65,820	850 Students, Grades 10 to 12, 1 School	Improve the library facility to provide access to technological resources/ instruction including electronic information sources, online notes, tutorials and lessons, and electronic links with other libraries.	3	67	.22
Greater St. Albert Catholic Regional Division No. 29	446	Elementary Literacy	$ 454,509	3400 Students, Grades K to 6, 8 Schools	Create a variety of programs and groupings for literacy instruction.	16	63	.12
Hardisty Early Childhood Services Society	740	Hardisty Animated Literacy Implementation	$ 1,098	12 Students, Grade K, 1 School	Implement the Animated Literacy Program, with professional development provided to the teacher.	1	100	.47
Hay Lakes ECS	857	Preparation of Pre ECS Children	$ 1,037	8 Students, Grade preK, 1 School	Utilize additional instructional materials.	2	100	.19
Henderson Lake Kindergarten Society	851	ECS-Parent support program	$ 1,098	21 Students, Grades preK to K, 1 School	Give parents better access to community and other resources (workshops, videos, handouts, pamphlets, etc.) so they can help their children.	1	100	.20
Heritage Christian Academy Foundation	931	Technology Enhancement	$ 21,175	124 Students, Grades 7 to 12, 1 School	Upgrade computer technology to incorporate ICT skills into coursework, enhance student multimedia skills and provide more options.	5	60	.20
High Prairie School Division No. 48	503	Literacy Improvement	$ 163,245	1450 Students, Grades K to 12, 8 Schools	Provide enhanced instruction in language arts.	11	36	.18
High Prairie School Division No. 48	208	Math Improvement	$ 162,907	450 Students, Grades 1 to 12, 8 Schools	Use Integrated Learning System software and flexible instructional groups to provide customized mathematics instruction and supplement regular classroom instruction.	9	44	.16
High Prairie School Division No. 48	549	Behavior Improvement	$ 119,491	1930 Students, Grades K to 12, 3 Schools	Use a variety of strategies to promote positive attitudes and ensure that schools maintain a safe and caring environment.	21	29	.00
Hillcrest Christian School Society	887	Language Arts/Technology Integration	$ 4,344	62 Students, Grades K to 12, 1 School	To strengthen the writing strand of the language arts portfolio by creating CD anthologies of student writing and communication projects.	4	75	.19
Holy Family Catholic Regional Division No. 37	334	Healthy Minds and Bodies for Student Success	$ 284,834	2529 Students, Grades K to 12, 8 Schools	Develop and implement the Epstein model, using six major kinds of partnership involvement among families, the school and the community, to support their children through couselling, PD, adressing health impediments, using strategies for small schools and early contact with families through an action team in each of the 8 involved schools.	46	67	.42
Horizon School Division No. 67	213	Kindergarten Enhancement Project	$ 30,000	130 Students, Grade K, 6 Schools	Providing additional instruction for students who are having difficulty.	2	100	1.25
Horizon School Division No. 67	210	Career Counselling Program	$ 80,000	942 Students, Grades 9 to 12, 11 Schools	Professional counsellors will assist students with career planning.	4	100	1.24
Horizon School Division No. 67	209	Literacy Enhancement Project	$ 80,000	750 Students, Grades preK to 3, 21 Schools	Provide a travelling library of books to students of Hutterian Brethren schools.	3	100	.96
Horizon School Division No. 67	927	Math Intervention	$ 10,000	1300 Students, Grades 1 to 5, 12 Schools	An early intervention program for students below grade level in mathematics in grades 1-5.	3	100	.84
Horizon School Division No. 67	212	Dealing With Difficult Behavior	$ 35,000	199 Students, Grades preK to 12, 29 Schools	Help students who have behavioral difficulties by providing professional development for teachers and adopting an inter-agency consultation team approach.	6	100	.55

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Horizon School Division No. 67	211	Middle Grades Reading Enhancement Project	$ 178,699	1036 Students, Grades 4 to 9, 16 Schools	Offer a reading program (with reading "intervention" for students who are reading below grade level) in Grades 4 and 5, and emphasizing reading strategies for all students in Grades 6 to 9.	7	71	.14
Independent Baptist Christian Education Society	880	Technology Integration	$ 3,346	14 Students, Grades 1 to 11, 1 School	Provide professional development, computer hardware and software and network school computers to increase use of technology.	2	100	.32
Integro Youth Counselling Services	996	Expanding the learning expenence	$ 2,336	60 Students, Grades 10 to 12, 1 School	Provide students an opportunity to experience situations where they can apply newly learned life and learning behavioral skills in field trip environments.	1	100	.28
Irricana E.C.S. Society	853	Animated Literacy	$ 793	12 Students, Grade K, 1 School	Implement the Animated Literacy Program to enhance reading and reading-readiness skills in our ECS program.	1	100	.20
Janus Academy Society	354	Improving Autism Learning & Lang Skills thru PD	$ 1,168	15 Students, Grades 1 to 6, 1 School	In-depth training and development for teachers through connections with people in other schools and community agencies.	3	67	.19
Kitscoty and District Early Childhood Education Kindergarten	654	Kitscoty ECS Literacy and Science Project	$ 2,135	32 Students, Grade K, 1 School	Provide teacher inservice and student and teacher resources for language arts, science and music.	1	100	.33
Koinonia Christian Education Society	914	Technology Integration	$ 2,470	26 Students, Grades K to 12, 1 School	Upgrade computer resources and provide professional development to teachers on intergrating technology into lessons.	3	100	1.19
Koinonia Christian Education Society	829	Technology Advancement	$ 4,745	88 Students, Grades K to 12, 1 School	Enhance the integration of technology into the curriculum by updating the technology resources.	3	100	.49
Koinonia Christian School - Red Deer Society	866	Inclusive Program	$ 14,640	64 Students, Grades K to 12, 1 School	A special education "inclusive teacher" will assist the regular teacher with academics and behavior management.	2	100	.14
Lakeland Roman Catholic Separate School District No. 150	729	K - 12 Media Awareness Improvement Project	$ 8,000	78 Students, Grades 3 to 12, 6 Schools	Offer integrated media awareness instruction and locally and centrally housed resources in all subject areas at all grade levels.	2	50	.51
Lakeland Roman Catholic Separate School District No. 150	739	District Balanced Literacy program	$ 172,000	1450 Students, Grades 1 to 9, 6 Schools	To implement a balanced literacy program throughout the district.	6	67	.18
Lakeland Roman Catholic Separate School District No. 150	742	Extended Kindergarten Opportunities	$ 71,922	164 Students, Grade K, 3 Schools	Provide (a) age appropriate, data driven, theory based teaching, (b) increased one-on-one and small group instruction with various grouping strategies and (c) professional development to increase early literacy opportunities for the students.	2	50	.11
Leduc Society for Christian Education	776	Hands-on Science	$ 11,000	150 Students, Grades K to 9, 1 School	Take steps to offer more and better hands-on science instruction.	6	83	.60
Lesser Slave Lake North Country Community Association	935	Enhancing computer skills and integration	$ 2,774	41 Students, Grades K to 11, 1 School	Integrated technology-oriented research skills will be developed with the enhancement of computer equipment and software.	2	100	.55
Lethbridge Christian School Society	850	Technology Resources	$ 8,300	120 Students, Grades K to 9, 1 School	Provide inservice for teachers and increased access to technology resources.	5	100	.40
Lethbridge Montesson Society	846	ECS - playground enhancement	$ 1,769	95 Students, Grades preK to K, 1 School	Enhance motor skills by incorporating playground facility and equipment into learning activities.	1	.00	.50
Lethbridge Preschool Services Project	852	B.E.A.R. Project	$ 1,525	25 Students, Grade K, 1 School	Introduce the BEAR (Be Enthusiastic About Reading) program, including the stocking of a portable classroom library.	1	.00	-.17
Lethbridge School District No. 51	275	Instructional Technology Integration	$ 80,025	675 Students, Grades 1 to 9, 1 School	Teachers will work with an instructional technology coordinator to integrate and enhance the Information and Communication Technology (ICT) outcomes into the school program.	2	50	2.09
Lethbridge School District No. 51	297	Technology Integration at Senator Buchanan	$ 15,954	275 Students, Grades K to 6, 1 School	Teachers will collaborate in developing and implementing technology into curricula and projects.	1	100	1.48
Lethbridge School District No. 51	293	Techgrowth@Probe	$ 33,000	349 Students, Grades K to 6, 1 School	Help teachers develop enhanced knowledge and skills in technology instruction.	1	100	.94
Lethbridge School District No. 51	292	Building Literacy - A School Wide Approach	$ 30,000	330 Students, Grades K to 6, 1 School	Use study groups to facilitate teacher development in language arts instruction and integrating technology into the curriculum.	11	64	.92
Lethbridge School District No. 51	930	Strengthening Families	$ 15,085	29 Students, Grades K to 6, 12 Schools	Provide social skills training to "at risk" children and parenting training to their families.	3	67	.91
Lethbridge School District No. 51	277	Gifted and Talented Program Facilitator	$ 11,000	37 Students, Grades 7 to 9, 1 School	Part-time teacher plans and implements a challenge option and prepares a resource binder for teachers.	1	100	.61
Lethbridge School District No. 51	289	Technology Integration	$ 39,060	800 Students, Grades K to 6, 2 Schools	Provide release time, through a part-time teacher, so that the specifically assigned teacher can provide professional development and assistance to teachers as a technology facilitator.	1	100	.54

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Authority	Project ID	Project Title	Approved Funding	Scope	Description	No. of Measures	% of Measures Meeting Target	Average Effect Size
Lethbridge School District No. 51	278	Technology Integration at Wilson Middle School	$ 61,763	569 Students, Grades 7 to 9, 1 School	Provide release time for four teachers to help implement and enhance technology integration and the new math programs through the provision of a half-time teacher.	2	50	.46
Lethbridge School District No. 51	281	Improving French Instruction and Learning	$ 7,750	340 Students, Grades K to 6, 1 School	Provide release time for a teacher to coordinate French programs.	4	75	.43
Lethbridge School District No. 51	296	Reduced Class Size	$ 31,500	71 Students, Grades 1 to 2, 1 School	Study the effect of smaller class sizes on learning and achievement.	3	67	.39
Lethbridge School District No. 51	284	Differentiated Instruction in Small Group Setting	$ 28,835	415 Students, Grades K to 6, 1 School	Help teachers to learn strategies for integrating special-needs students into the regular classroom.	1	100	.37
Lethbridge School District No. 51	288	Classroom Resource/Student Assistance Support	$ 23,600	52 Students, Grades 1 to 6, 1 School	Provide release time, through a half-time teacher so that teachers can work on a "one-to-one" basis with students who are having difficulty.	2	.00	.31
Lethbridge School District No. 51	271	At Risk High School Student Program	$ 155,600	61 Students, Grades 10 to 11, 2 Schools	Provide a transition program for at-risk students using an integrated, sheltered setting and usually one teacher.	8	63	.29
Lethbridge School District No. 51	684	Native Child/Parent Interaction Project	$ 15,000	787 Students, Grades preK to 12, 21 Schools	An Aboriginal worker will provide support to parents.	2	.00	.29
Lethbridge School District No. 51	943	Coordination of School Improvement Projects	$ 45,925	7512 Students, Grades preK to 12, 18 Schools	Coordination and support of the 25 AISI projects currently funded in Lethbridge School District #51. A half-time consultant will: 1. assist project leaders as they plan, implement and evaluate their school improvement projects. 2. coordinate information-sharing and district staff development activities related to AISI projects. 3. monitor implementation of each project, ensuring that the supports are in place to enable success of each project. 4. troubleshoot problems as they arise.	9	67	.10
Lethbridge School District No. 51	1734	Middle School Math	$ 11,029	569 Students, Grades 7 to 9, 1 School	A Math team leader to assist teachers to promote a desire in math students to participate, provide materials and strategies for students achieving below grade, provide opportunities for students to excel, and promote the use of manipulatives and technological concepts.	3	.00	.08
Lethbridge School District No. 51	279	Later Literacy at Senator Buchanan	$ 15,046	21 Students, Grades 4 to 6, 1 School	Offer the Later Literacy Program (intensive one-on-one instruction).	3	.33	.04
Living Waters Catholic Regional Division No. 42	468	Physical Education Facilitator	$ 53,198	310 Students, Grades K to 12, 1 School	Provide a facilitator to help develop and offer a daily physical education program using available resources.	2	100	.83
Living Waters Catholic Regional Division No. 42	467	Learning for Life	$ 45,000	30 Students, Grades 7 to 12, 1 School	Self-contained classrooms for students to work in small groups on core subjects under close adult supervision.	4	100	.50
Living Waters Catholic Regional Division No. 42	466	Vision and Assessment	$ 53,562	2280 Students, Grades K to 12, 5 Schools	Establish lead teachers for a jurisdictional assessment project and core curriculum committees for assessment, unit building and student reporting.	3	67	.41
Living Waters Catholic Regional Division No. 42	469	A.C.H.I.E.V.E.	$ 24,843	298 Students, Grades K to 3, 1 School	Utilize a half-time teacher to organize a program that will encourage students to develop their gifts and talents.	1	100	.16
Living Waters Catholic Regional Division No. 42	518	School-Based Social Worker	$ 35,340	435 Students, Grades K to 12, 1 School	Utilize a full-time social worker to assist high-needs students.	11	91	.14
Living Waters Catholic Regional Division No. 42	471	Challenge/Enrichment Opportunities	$ 39,665	425 Students, Grades 4 to 12, 1 School	Introduce instructional strategies and techniques to challenge students in math and incorporate music in math programs.	24	58	.07
Living Waters Catholic Regional Division No. 42	470	Literacy Intervention	$ 8,300	50 Students, Grades 3 to 6, 1 School	Extend early literacy intervention into the upper elementary grades.	5	40	.05
Living Waters Christian Academy	874	Math Resources	$ 733	124 Students, Grades K to 12, 1 School	Provide and utilize math resources, especially manipulative materials for all grade levels; provide teacher inservice.	3	67	.22
Livingstone Range School Division No. 68	221	Student Services: Meeting the Needs of Exceptional	$ 277,035	1021 Students, Grades K to 12, 28 Schools	Assign designated staff at each site to coordinate and implement the delivery of support for special-needs students.	18	67	.35
Livingstone Range School Division No. 68	226	Early Intervention	$ 183,000	290 Students, Grades K to 3, 15 Schools	Provide early intervention literacy and numeracy programs.	7	86	.31
Livingstone Range School Division No. 68	222	Improving Student Math Skills in Division 2 & 3	$ 125,000	2200 Students, Grades 4 to 9, 14 Schools	Provide special groups, special assistance and a Mathematics 10 preparation course for students and professional development for teachers.	5	100	.23
Lloydminster Public School Division	557	Enhanced Learning Project	$ 83,906	1000 Students, Grades 1 to 12, 10 Schools	Provide inservice and coaching for teachers on organizing their classrooms and instruction for optimal learning.	4	100	.20
Lloydminster Public School Division	772	Mathematics Enhancement Project	$ 75,057	3300 Students, Grades K to 12, 10 Schools	Provide professional development for math teachers to improve the instructional program.	3	.33	.02

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Authority	Project ID	Project Title	Approved Funding	Scope	Description	No. of Measures	% of Measures Meeting Target	Average Effect Size
Lloydminster Roman Catholic Separate School Division	711	Early Childhood Intervention Pre-School Program	$ 37,000	30 Students, Grade preK, 3 Schools	Offer a pre-school program for at-risk students that includes active parental involvement.	7	71	.85
Londonderry Child Development Society	875	Early literacy, math and science	$ 1,220	60 Students, Grades preK to K, 1 School	Enhance the early literacy program by offering a listening centre and developing a portable library.	1	100	.64
Lotsa Tots Early Childhood Society	967	Supporting Parents Supporting Learning	$ 793	58 Students, Grades preK to K, 1 School	Provide workshops, information and networking opportunities for parents to learn about early childhood development in support of the ECS program.	1	100	.06
Lycee Louis Pasteur Society	713	English for French/French for English	$ 11,903	33 Students, Grades preK to 9, 1 School	Provide intensive help for students who enter the school with only French or English to acquire the second language.	3	100	.85
Master's Academy Educational Society	953	Learning Enhancement through PLS - e-learning	$ 34,510	586 Students, Grades K to 12, 1 School	Utilization of a new student learning electronic tool (Profound Learning Systems) to better deliver curriculum and improve student performance tracking.	5	.00	.29
Meadowlark Christian School	835	Reading and Math Enrichment	$ 27,709	30 Students, Grades 1 to 9, 1 School	Provide additional consultative, curricular and human resources to assist students who are experiencing difficulty with reading and mathematics.	6	50	.14
Medicine Hat Catholic Separate Regional Division No. 20	265	I.C. T. Implementation	$ 145,000	2400 Students, Grades K to 12, 9 Schools	Provide appropriate inservicing to enhance the instructional strategies for the Information and Technology (ICT) program.	5	80	1.19
Medicine Hat Catholic Separate Regional Division No. 20	225	Math Achievement and Performance Initiative	$ 36,492	2600 Students, Grades K to 12, 9 Schools	Provide professional development for teachers, establishing a math benchmark program in junior high, and increasing articulation in the math program.	9	78	.42
Medicine Hat Catholic Separate Regional Division No. 20	501	Modified Programs for Sp. Ed. Students	$ 109,029	255 Students, Grades 7 to 12, 3 Schools	Assist teachers with the provision of modified programs for students with special needs.	4	75	.00
Medicine Hat School District No. 76	227	Early Intervention - Literacy	$ 361,230	500 Students, Grades K to 3, 12 Schools	Implement an early intervention program; provide professional development programs for teachers.	2	100	.64
Medicine Hat School District No. 76	263	Diversified Learning	$ 382,440	1500 Students, Grades 7 to 12, 3 Schools	Diversify instructional practices and change the way students manage their own learning.	1	100	.11
Mennonite Educational Society of Calgary	747	Technology Integration	$ 6,000	140 Students, Grades K to 9, 1 School	Introduce a CD ROM compatible computer and appropriate software to each classroom.	2	50	.21
Montessori Education Preschool & ECS Institute of Alberta	992	Learning Skills Enhancement	$ 1,830	90 Students, Grades preK to K, 4 Schools	Provide and utilize a more effective Montessori pedagogy through enhanced professional development, integrated lessons plans and programming and appropriate learning resources in relation to the Montessori program and the Alberta Program of Studies.	1	.00	.30
Montessori School of Calgary	988	Learning Resource Enhancement	$ 2,546	95 Students, Grades preK to 4, 1 School	Provide and utilize upgraded appropriate learning materials for students and professional development for teachers in relation to the Alberta Program of Studies.	3	100	.06
Muslim Community Foundation of Calgary	955	Arabic and Islamic Studies	$ 20,071	602 Students, Grades K to 8, 1 School	Utilize professional development, "contract specialists" and enhanced print and electronic learning resources to enhance student learning.	2	100	.11
Nampa and District Kindergarten Society	889	ECS Video Library and Resources	$ 549	11 Students, Grade K, 1 School	Utilize videos, TV/VCR and other resources that support kindergarten learning outcomes.	1	100	.00
New Horizons Charter School Society	656	The Renaissance of Math	$ 14,883	134 Students, Grades K to 9, 1 School	Provide small group and cross-graded instruction, cooperative learning and early intervention in the math program.	4	75	.23
Newell Christian School Society	808	Curriculum Resources for Students	$ 30,415	931 Students, Grades K to 8, 1 School	Enhance the student resource centre for use by regular and home schooling students, including the provision of math and science materials.	5	80	.63
Newell Christian School Society	809	Home School Support for Students and Parents	$ 37,416	1022 Students, Grades K to 12, 1 School	Provide support to home schoolers through a parent advisory council, workshops for parents, student fairs, conference for home school facilitators, mentorships for students.	5	80	.51
Northern Gateway Regional Division No. 10	447	Learning Leaders and Technology	$ 29,168	294 Students, Grades K to 5, 1 School	Establish initiatives to help integrate technology into the curriculum (team teaching, student peer teaching, staff technology club, etc.).	3	100	1.98
Northern Gateway Regional Division No. 10	498	Integrating Technology into Core Curriculum	$ 16,390	121 Students, Grades 4 to 6, 1 School	Integrate technology into the core curriculum through team teaching, clubs, mini-sessions and parent workshops.	7	100	.87
Northern Gateway Regional Division No. 10	437	Above and Beyond	$ 41,331	60 Students, Grades 1 to 5, 1 School	Implement a school wide pull-out enrichment program and a school-wide writing program.	9	100	.68

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Authority	Project ID	Project Title	Approved Funding	Scope	Description	No. of Measures	% of Measures Meeting Target	Average Effect Size
Northern Gateway Regional Division No. 10	546	Literacy Enhancement	$ 17,098	90 Students, Grades preK to 3, 1 School	Use six strategies to support the development of literacy.	8	75	.64
Northern Gateway Regional Division No. 10	426	OHS Coordination and Implementaion of ICT	$ 62,219	616 Students, Grades 7 to 12, 1 School	Provide a school-based coordinator to enhance the implementation of the Information and Communication Technology (ICT) program.	1	100	.52
Northern Gateway Regional Division No. 10	499	Reading - The Key To Learning	$ 12,288	112 Students, Grades preK to 6, 1 School	Purchase resources for a guided reading program and free up staff time for the project.	8	75	.30
Northern Gateway Regional Division No. 10	428	Enrichment Program	$ 17,805	185 Students, Grades K to 8, 1 School	Develop an enrichment program for gifted students, including producing a monthly newsletter and purchasing computer math programs (for all students).	2	100	.25
Northern Gateway Regional Division No. 10	237	Onoway Elementary Early Literacy	$ 43,501	170 Students, Grades K to 2, 1 School	Enhance the school's Early Literacy Program.	5	80	.12
Northern Gateway Regional Division No. 10	460	Literacy&Numeracy Mentorship Intervention Program	$ 51,893	590 Students, Grades preK to 12, 1 School	Provide support for Special Education students, including academic, career and interest-based mentorship programs and partnering with early childhood educators.	3	67	.10
Northern Gateway Regional Division No. 10	244	Percy Baxter: Building a Community of Learners	$ 26,387	300 Students, Grades 6 to 7, 1 School	Use a coordinator to support self-directed professional development and parent involvement in the school.	10	50	.07
Northern Gateway Regional Division No. 10	523	Literacy Enhancement	$ 18,842	50 Students, Grades K to 6, 1 School	Provide reading intervention and enrichment to improve literacy.	9	78	.03
Northern Gateway Regional Division No. 10	545	Schools&Communities: Working Together For Children	$ 85,840	5850 Students, Grades preK to 12, 21 Schools	Use partnerships with the community to enhance learning experiences, through mentorship, use of community resource people and parent volunteer training.	8	50	.00
Northern Gateway Regional Division No. 10	219	Grasmere Remediation and Enrichment	$ 22,944	80 Students, Grades 1 to 8, 1 School	Provide teacher time for individual and small-group remediation.	6	33	-.09
Northern Gateway Regional Division No. 10	305	Literacy Gr 7 - 9 Sangudo	$ 19,219	90 Students, Grades 7 to 9, 1 School	Assess current level of student educational development, provide software and hardware to enhance the implementation of the ICT curriculum and add new resources to the library.	3	33	-.16
Northern Gateway Regional Division No. 10	435	Artist in Residence	$ 6,395	42 Students, Grades K to 6, 1 School	Utilize a part-time teacher with a background in art education to provide regular and enriched arts programs.	2	.00	-.36
Northern Lights School Division No. 69	204	Literacy Through Full Day Kindergarten	$ 145,427	141 Students, Grade K, 3 Schools	Offer enhanced ECS programs through providing full-day instruction and/or professional development for teachers.	5	.00	2.65
Northern Lights School Division No. 69	207	Literacy through Staff Develpment	$ 492,560	126 Students, Grade 1, 3 Schools	Enhance instruction by reducing the staff/student ratio in the literacy program.	7	43	1.74
Northern Lights School Division No. 69	266	Math Improvement	$ 94,000	900 Students, Grades 4 to 8, 14 Schools	Assist teachers to deliver math instruction using an inductive inquiry approach that focuses on communication, problem solving and hands-on learning.	7	57	1.11
Northern Lights School Division No. 69	335	Transition to High School	$ 36,000	80 Students, Grades 8 to 12, 3 Schools	Provide students from Caslan School the literacy and social skills they need to make the transition to J.A. Williams High School.	6	83	.71
Northland School Division No. 61	376	Perf. Assessmt. & Jurisdiction PAT Improvement.	$ 322,465	2130 Students, Grades 1 to 12, 23 Schools	Provide professional development on assessment strategies and instructional / administrative best practices.	6	33	-.03
Olds Koinonia Christian School Society	677	OKCS Special Needs Project	$ 14,873	23 Students, Grades K to 7, 1 School	Enhance special needs instruction and assistance to the students through a half-time resource teacher.	2	100	1.14
Olds Koinonia Christian School Society	696	OKCS Journalism Project	$ 4,000	235 Students, Grades 1 to 12, 1 School	Provide a part-time person to coordinate publication of a weekly school newsletter that incorporates students' journalism projects.	3	67	.85
Oliver School Center for Children	786	Support Program for Parents of Children At-Risk	$ 2,379	50 Students, Grades preK to K, 1 School	Supportive parenting program for parents of children who are at risk.	1	100	.20
P.A.C.E. Rehabilitation Society for Children with Motor Disabilities	1004	Improving ECS program effectiveness	$ 305	22 Students, Grades preK to K, 1 School	Provide inservice training and resources for school aides and parents to improve their ability to assist children with cerebral palsy in enhancing learning.	2	100	.10
Palliser Regional Division No. 26	371	SPARK - Supporting Positive Learning, Achievement	$ 483,032	4038 Students, Grades preK to 12, 32 Schools	Provide staff development activities related to K-9 language arts and senior high English, and the Safe and Caring Schools curriculum.	14	21	.03
Parkland School Division No. 70	329	School to Career Transitions	$ 31,500	1000 Students, Grades 10 to 12, 1 School	Hire a staff member to provide career information to students and to build a career development program.	5	100	1.07
Parkland School Division No. 70	272	Integrating Technology into Grades 7-9 Social Stud	$ 83,584	590 Students, Grades 7 to 9, 7 Schools	Provide professional development and resources to implement technology outcomes into the social studies program.	1	100	.72

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Authority	Project ID	Project Title	Approved Funding	Scope	Description	No. of Measures	% of Measures Meeting Target	Average Effect Size
Parkland School Division No. 70	327	Tomahawk/Entwistle Power Core	$ 157,500	240 Students, Grades K to 6, 2 Schools	Take a more focused approach to teaching language arts and mathematics (links between home and school, professional development, and separating combined classes into grade groupings for instruction).	13	100	.69
Parkland School Division No. 70	363	Student Centered Math Lab 4-6	$ 31,500	385 Students, Grades K to 6, 1 School	Establish a mathematics lab.	3	100	.65
Parkland School Division No. 70	315	Advantage Learning Lab	$ 110,250	168 Students, Grades 1 to 9, 1 School	Provide a learning lab for students who are experiencing difficulties in the regular program.	6	83	.61
Parkland School Division No. 70	230	The 4 X 4 Project	$ 26,535	900 Students, Grades K to 12, 21 Schools	Provide professional development to enhance the integration of Information and Communication Technology (ICT) outcomes into the curriculum.	1	100	.61
Parkland School Division No. 70	369	Promoting Positive Student Behavior To Improve Lea	$ 42,000	275 Students, Grades K to 6, 1 School	Provide counselling services and liaison with community services.	20	65	.38
Parkland School Division No. 70	353	Applied Reading for Junior High	$ 5,250	10 Students, Grades 7 to 9, 1 School	Provide a reading program for reluctant junior high readers using a variety of print materials.	2	100	.37
Parkland School Division No. 70	382	Improving Achievement in Secondary Mathematics	$ 57,750	1000 Students, Grades 10 to 12, 1 School	Use technology and real world data in math instruction; professional development for teachers.	4	75	.33
Parkland School Division No. 70	384	Laptop Classroom	$ 45,582	375 Students, Grades 1 to 9, 1 School	Provide inservice training to parents and teachers, develop classroom units incorporating technology and provide laptop computers.	1	100	.32
Parkland School Division No. 70	248	Center for Success: A Junior High Off-Campus Alter	$ 84,000	20 Students, Grades 7 to 9, 8 Schools	Offer an alternative program, including small group instruction and modified materials, for students whose needs are not being met in the traditional junior high program.	3	33	.27
Parkland School Division No. 70	336	Soundfield FM System	$ 15,750	340 Students, Grades K to 6, 1 School	Utilize a Soundfield FM system in all parts of the school to provide more even sound distribution in classrooms and enhance student ability to hear instruction.	3	67	.19
Parkland School Division No. 70	389	Animated Literacy at Brookwood	$ 12,287	70 Students, Grade K, 1 School	Introduce a literacy program that uses literature, movement, music and manipulative based components to add meaning to text.	1	.00	.15
Parkland School Division No. 70	425	ELI Plus	$ 174,247	130 Students, Grade 3, 13 Schools	Expand the early literacy program into Grade 3 classrooms.	3	67	.03
Parkland School Division No. 70	390	Balanced Literacy	$ 85,527	185 Students, Grades 1 to 3, 3 Schools	Provide long-term professional development programs for lead and classroom teachers to support and enhance literacy programs.	7	43	-.03
Parkland School Division No. 70	377	Improving Student Achievement in Social Studies	$ 42,000	2000 Students, Grades 10 to 12, 3 Schools	Provide professional development opportunities for teachers, implementing collaborative planning, and development of new assessment tools.	12	25	-.04
Parkland School Division No. 70	316	Differentiation of Instruction in Social Studies	$ 11,996	255 Students, Grades 4 to 6, 5 Schools	Assist staff to use differentiated instructional strategies in social studies to meet individual student needs and learning styles.	2	50	-.12
Parkland School Division No. 70	283	Project-Based Learning with Technology	$ 15,750	40 Students, Grades 5 to 6, 1 School	Offer selected students a technology-based program that challenges them to enhance thinking and problem-solving skills.	2	50	-.21
Peace River School Division No. 10	419	Early Education Enhancement Project	$ 38,981	9 Students, Grade K, 1 School	Utilize enhanced individualized resources, parental involvement, small class size and collaboration with community services to improve ECS programs in early literacy and math.	6	100	1.26
Peace River School Division No. 10	420	School Counsellor	$ 15,000	160 Students, Grades 1 to 12, 1 School	Provide family-school liaison counselling.	5	80	.76
Peace River School Division No. 10	421	School Counsellor	$ 32,500	300 Students, Grades 7 to 9, 1 School	Provide personal and crisis counselling and facilitate transitions between levels of schooling through a full-time counsellor.	6	67	.44
Peace River School Division No. 10	418	Alternate Delivery - Small High Schools	$ 169,280	177 Students, Grades 10 to 12, 4 Schools	Develop and deliver Physics 20 and 30 and Math 31 courses online by establishing a Distance Education delivery center, developing materials and providing teacher inservice.	4	100	.38
Peace River School Division No. 10	422	Youth Guidance Counsellor	$ 32,500	540 Students, Grades 1 to 12, 3 Schools	Provide personal and crisis counselling to students through a youth counsellor.	9	67	.34
Peace River School Division No. 10	423	Thematic Teaching Emphasizing Brain Based/Multiple	$ 20,000	52 Students, Grades 4 to 5, 1 School	Thematic teaching of the ATA Safe and Caring Schools curriculum; offering part of the program to combined grade-level groups (Grades 4 and 5).	3	100	.19
Peace River School Division No. 10	417	Improving Reading Skills	$ 145,489	1700 Students, Grades 1 to 9, 15 Schools	Provide a part-time reading specialist to work with reading teachers and utilize computer-based programs to improve attitudes towards reading and reading skills.	9	89	.11
Peace Wapiti Regional Division No. 33	534	Secondary Special Education	$ 38,218	40 Students, Grades 7 to 12, 1 School	Provide a half-time special education instructor to team teach special needs students and help classroom teachers integrate special needs students into the regular program.	4	75	.60
Peace Wapiti Regional Division No. 33	538	STAR (Students at Risk)	$ 38,218	17 Students, Grades 10 to 12, 1 School	Combine non-traditional instructional methods on campus with off-campus work-related activities.	3	100	.43

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Authority	Project ID	Project Title	Approved Funding	Scope	Description	No. of Measures	% of Measures Meeting Target	Average Effect Size
Peace Wapiti Regional Division No. 33	536	Elementary Learning Strategies and Mathematics Res	$ 55,543	36 Students, Grades 5 to 6, 1 School	Establish a resource room for additional support programs; identifying students' basic learning styles.	6	83	.29
Peace Wapiti Regional Division No. 33	543	Curriculum Implementation Support Enhancement	$ 41,625	2602 Students, Grades 3 to 12, 26 Schools	Lead teachers helping teachers to enhance the new language arts, physical education and mathematics programs.	5	80	.22
Peace Wapiti Regional Division No. 33	535	Gifted Program and Selected PTR Reduction	$ 34,125	70 Students, Grades 2 to 6, 1 School	Offer a program for gifted students and a program to help students who have weaknesses in reading comprehension; lowering pupil-teacher ratio in Grade 3.	6	67	.22
Peace Wapiti Regional Division No. 33	537	Grade One and Two Class Size Reduction	$ 55,543	110 Students, Grades 1 to 2, 1 School	Provide smaller pupil-teacher ratios and change strategies for instruction in language arts.	6	50	.22
Peace Wapiti Regional Division No. 33	542	Increased Counselling Time	$ 125,439	5609 Students, Grades 1 to 12, 26 Schools	Increase counselling services for students to help them succeed.	1	100	.15
Peace Wapiti Regional Division No. 33	541	Extended Early Literacy Initiative	$ 54,093	99 Students, Grade 3, 22 Schools	Expand the early literacy program (currently available for ECS to Grade 2) into Grade 3.	2	100	.14
Peace Wapiti Regional Division No. 33	539	Effects of Reducing Class Size at Primary Level	$ 48,456	120 Students, Grades 1 to 3, 1 School	Reduce the teacher-pupil ratio; change strategies and measure achievement.	5	80	.12
Peace Wapiti Regional Division No. 33	540	ICT Curriculum Support	$ 127,743	5775 Students, Grades K to 12, 26 Schools	Provide teachers with release time and access to experts in order to implement the Information and Communication Technology (ICT) program.	3	100	-.02
Pembina Hills Regional Division No. 7	449	Balanced Literacy	$ 88,877	1000 Students, Grades K to 3, 14 Schools	Support implementation of a balanced literacy program by providing professional development programs and student resources.	5	80	2.29
Pembina Hills Regional Division No. 7	462	Synchronous Teaching / Tutorial at a Distance	$ 135,000	200 Students, Grades 10 to 12, 23 Schools	Provide distance education that includes use of the Internet and audio-visual conferencing tools.	8	100	.94
Pembina Hills Regional Division No. 7	515	Extended Kindergarten For At Risk Students	$ 78,842	90 Students, Grade K, 14 Schools	Provide additional small-group and individualized literacy instruction.	1	100	.90
Pembina Hills Regional Division No. 7	519	Early Reading Intervention	$ 147,610	90 Students, Grades 1 to 2, 14 Schools	Introduce additional instructional strategies to improve student writing and independent reading skills.	1	100	.65
Pembina Hills Regional Division No. 7	527	Summer Reading Celebration	$ 61,000	380 Students, Grades K to 6, 12 Schools	Provide a summer reading program (two periods of one-to-one instruction per week during the summer).	1	100	.04
Pembina Hills Regional Division No. 7	454	S.U.M. System Unified Math	$ 125,200	1500 Students, Grades 4 to 9, 17 Schools	Implement professional development to focus on problem-solving strategies to teach mathematics.	2	.00	.00
Pembina Hills Regional Division No. 7	452	Literacy Across Boundaries	$ 92,460	650 Students, Grades 4 to 9, 14 Schools	Introduce additional instructional strategies across the curriculum to improve student reading comprehension and writing.	4	25	-.04
Playcare ECS Ltd.	1007	ECS program enhancement	$ 915	19 Students, Grade K, 1 School	Provide, utilize and integrate ESL, science and PE resources for improving the ECS program.	1	.00	.04
Ponoka Christian School Society	822	Multigrade Mathematics Assistance	$ 4,884	90 Students, Grades 1 to 8, 1 School	Assist teachers of multi-grades to introduce the new math program by providing and training a teacher's aide.	3	67	1.15
Prairie Bible Institute	831	ESL Enrichment	$ 18,500	49 Students, Grades 3 to 12, 3 Schools	Additional enhanced instruction for ESL students at elementary, junior high and senior high levels as well as provision of software to assist these students.	1	100	.19
Prairie Bible Institute	821	Professional Development	$ 9,000	490 Students, Grades preK to 12, 3 Schools	Utilize various strategies to enhance teachers' skills in technology, curriculum and instruction.	3	67	.16
Prairie Land Regional Division No. 25	630	Student Assessment/IPPs/Literacy Issues	$ 136,804	1020 Students, Grades preK to 12, 12 Schools	Create and provide a variety of instructional groupings, cooperative learning and enhanced opportunities to use technology to respond to students' learning styles and needs.	13	69	.27
Prairie Land Regional Division No. 25	631	Enhance learning resources and teaching practices	$ 108,947	928 Students, Grades preK to 9, 8 Schools	Provide new teaching practices and learning resources to respond to different learning styles and challenge students to achieve.	16	69	.25
Prairie Rose Regional Division No. 8	571	Activity Based Learning and Brain Research	$ 8,800	53 Students, Grades 1 to 9, 1 School	Have students spend one hour per week on comprehension and problem-solving activities, in various subject areas.	10	40	.61
Prairie Rose Regional Division No. 8	573	Successful Life Skills	$ 11,000	90 Students, Grades 6 to 7, 1 School	Use community service projects to develop life skills.	4	100	.60
Prairie Rose Regional Division No. 8	579	Preschool	$ 19,800	20 Students, Grade preK, 1 School	Introduce a community centered pre-kindergarten program.	1	100	.33
Prairie Rose Regional Division No. 8	572	Home - School Connection	$ 16,500	640 Students, Grades K to 9, 3 Schools	Offer seminars, workshops, sessions and meetings to develop the partnership between parents and the school.	2	100	.28

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Prairie Rose Regional Division No. 8	602	Specialized Teacher-Aide Assistance Expansion	$ 38,500	180 Students, Grades 1 to 9, 13 Schools	Increase paraprofessional time to every Prairie Rose Hutterite school.	4	50	.27
Prairie Rose Regional Division No. 8	530	Enhancing Language Arts Instruction	$ 73,702	3275 Students, Grades K to 12, 20 Schools	Enhance Language Arts instruction through professional development, specialist demonstrations, direct assistance of a specialist to teachers and encouraging trasfer of best practices.	3	67	.25
Prairie Rose Regional Division No. 8	569	AutoSkill Reading Program	$ 24,717	2500 Students, Grades K to 12, 16 Schools	Provide the AutoSkill computerized recording program through the use of a jurisdictional licence and provide professional development on its use.	3	33	-.03
Prairie Rose Regional Division No. 8	570	Early Literacy Expansion	$ 69,300	300 Students, Grade 3, 15 Schools	Expand and enhance the early literacy program to include grade 3 students.	1	.00	-.03
Prairie Rose Regional Division No. 8	528	Enhancing Physical Education Instruction	$ 49,500	3275 Students, Grades K to 12, 20 Schools	A physical education specialist will assist teachers in implementing the new curriculum.	4	50	-.05
Primrose Place Family Centre Association	694	ECS Professional Development - Group 1	$ 1,037	22 Students, Grades preK to K, 1 School	Collaborative initiative involving several kindergartens, focusing on enhancing the teachers' skills.	2	100	.61
Prince of Peace Lutheran Church of Calgary	916	Information Technology Integration	$ 16,039	46 Students, Grades 7 to 12, 1 School	Offering an information technology course.	3	67	.24
Progressive Academy Education Society	906	Math and Research Resources	$ 1,947	47 Students, Grades K to 12, 1 School	Improve math resources to individualize the progress through the curriculum.	3	33	.10
Providence Child Development Society	588	Community Based Outreach Program	$ 7,930	95 Students, Grades preK to K, 1 School	Expanding educational and therapy services to integrate special needs children into the community day care system.	2	50	.24
Providence Christian School Society	848	Special Needs teaching resource	$ 3,955	10 Students, Grades 1 to 12, 1 School	Provide extra "hands-on" assistance to special needs students individually or in groups through an additional resource person.	2	100	.08
Red Deer Catholic Regional Division No. 39	517	School Based Literacy	$ 171,880	126 Students, Grades K to 2, 9 Schools	Expand the early literacy program by hiring more teacher assistants and ensuring every school has access to a literacy teacher.	3	100	.67
Red Deer Catholic Regional Division No. 39	443	Proactive Programs for socially at risk secondary	$ 129,000	4600 Students, Grades K to 12, 12 Schools	Provide prosocial skills learning opportunities for all students and improve program support for socially at-risk students.	7	71	.00
Red Deer Catholic Regional Division No. 39	504	Reduce Division Class Sizes K-3	$ 219,783	1400 Students, Grades K to 3, 9 Schools	Enhance instructional strategies by reducing student/adult ratios in language arts and math classes.	4	25	-.11
Red Deer School District No. 104	249	Class Size Intervention	$ 761,869	2517 Students, Grades K to 3, 13 Schools	Enhance instructional strategies by reducing the teacher/pupil ratio in language arts and math classes.	10	50	.22
Red Deer School District No. 104	229	Transition Years	$ 350,000	1513 Students, Grades 6 to 9, 7 Schools	Assist students to make transitions between different levels of schooling (in a K-5, 6-8 and 9-12 structure.)	13	62	.01
Rocky View School Division No. 41	439	Mathematics Enhancement at the Secondary Level	$ 319,542	5500 Students, Grades 7 to 12, 14 Schools	Provide teachers with professional assistance and resources in developing their teaching practice in mathematics; conducting classroom projects.	4	100	.28
Rocky View School Division No. 41	432	Student Resiliency in the Middle Years	$ 490,000	375 Students, Grades 5 to 8, 9 Schools	Provide activities designed to improve student ability to cope with risk factors and increase pre-emptive and constructive ways to deal with student needs.	3	67	.14
Rocky View School Division No. 41	427	Literacy for Learning	$ 500,000	350 Students, Grades 3 to 4, 14 Schools	To provide students the opportunity to develop and enhance literacy learning by enhancing teacher knowledge and skills.	2	50	.12
Rosalind Early Childhood Society	862	Enhanced ECS Math Resources	$ 427	11 Students, Grade K, 1 School	Provide manipulatives materials, including the Mathematical Discoveries Kit.	1	100	.17
Rundle College Society	954	Literacy Development	$ 43,362	704 Students, Grades preK to 12, 4 Schools	Utilize (a) special presentations to students, (b) teacher PD, (c)literacy development software and other learning resources, and (d) field trips.	3	67	.07
Salvation Army Child Village	892	Bridges Program Support	$ 2,928	49 Students, Grades preK to K, 2 Schools	Provide emotional and spiritual support to children and parents from backgrounds of trauma.	2	100	1.60
St. Albert Protestant Separate School District No. 6	240	Soundfield FM System Installation	$ 68,154	1250 Students, Grades 1 to 3, 8 Schools	Utilize an FM soundfield amplification system to allow more even distribution of sound in the classroom and improve the ability of students to hear instruction.	4	50	.54
St. Albert Protestant Separate School District No. 6	238	Math Focus Group	$ 88,154	3000 Students, Grades 7 to 12, 6 Schools	Implement enhanced effective mathematical instructional resources and strategies.	1	100	.37
St. Matthew Evangelical Lutheran Church of Stony Plain, Alberta	749	Library - Reading Incentive Program	$ 6,670	124 Students, Grades preK to 9, 1 School	Increase library use by enhancing the library services (library assistant, reading incentive program, purchase of books, computer access to Yellowhead Library services).	3	67	.05

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Authority	Project ID	Project Title	Approved Funding	Scope	Description	No. of Measures	% of Measures Meeting Target	Average Effect Size
St. Paul Education Regional Division No. 1	414	Staff Professional Development	$ 9,600	173 Students, Grades 1 to 12, 1 School	Offer professional development opportunities to teaching and support staff.	6	100	1.05
St. Paul Education Regional Division No. 1	407	On-Line Courseware Development	$ 18,000	300 Students, Grades 3 to 12, 15 Schools	Upgrade, develop and/or acquire online courseware and related technical resources.	4	100	.95
St. Paul Education Regional Division No. 1	404	Literacy Skill Development	$ 25,000	109 Students, Grades K to 12, 1 School	Implement the Auto Skills reading software program; enhancing early literacy program.	4	100	.61
St. Paul Education Regional Division No. 1	401	Professional Development Projects	$ 17,000	501 Students, Grades K to 9, 1 School	Provide professional development for teachers on study and homework skills, programs for gifted and talented students, improving attendance and math.	3	100	.49
St. Paul Education Regional Division No. 1	415	Industrial Education Equipment Upgrade	$ 5,400	173 Students, Grades 1 to 12, 1 School	Upgrade and diversify industrial education equipment to allow school to offer more variety in CTS programming, and improve links between programs and career plans.	4	100	.44
St. Paul Education Regional Division No. 1	403	Literacy Enhancement	$ 25,000	115 Students, Grades K to 9, 1 School	Enhance staff knowledge and skill in teaching reading, writing, comprehension and study skills.	6	67	.36
St. Paul Education Regional Division No. 1	413	Communication Skills	$ 4,000	165 Students, Grades K to 6, 1 School	Offer three 5-8 day in-depth fine arts programs (including daily lessons and final performances for each grade level) delivered by professional Alberta artists or specialists.	4	50	.34
St. Paul Education Regional Division No. 1	408	Enrichment Program	$ 25,000	60 Students, Grades 6 to 9, 1 School	Provide enrichment through projects based on students' interests.	10	70	.24
St. Paul Education Regional Division No. 1	399	Literacy for All	$ 25,000	307 Students, Grades K to 6, 1 School	Expand the Early Literacy program; reading intervention for Grades 2 to 6; implement the Blended Structure and Style Writing program.	3	33	.23
St. Paul Education Regional Division No. 1	416	Literacy Skills Development	$ 10,000	173 Students, Grades 7 to 12, 1 School	Offer a literacy remedial program, especially to students who are achieving below grade level.	3	100	.19
St. Paul Education Regional Division No. 1	412	Literacy Skills	$ 21,000	165 Students, Grades K to 6, 1 School	Provide a teacher assistant to help students with reading; provide professional development opportunities to teachers of literacy skills.	4	75	.16
St. Paul Education Regional Division No. 1	396	Literacy: Intervention and Enhancement	$ 25,000	370 Students, Grades K to 6, 1 School	Provide intensive early intervention through Reading Recovery and balanced literacy programs.	5	80	.13
St. Paul Education Regional Division No. 1	410	Mathematics Improvement Project - Numeracy	$ 25,000	30 Students, Grades 9 to 10, 1 School	Provide instructional leadership, professional development and resources for the math program.	6	50	.10
St. Paul Education Regional Division No. 1	398	Literacy for Life	$ 25,000	295 Students, Grades K to 9, 1 School	Provide intensive staff development; focusing on the four areas of literacy.	14	50	.04
St. Paul Education Regional Division No. 1	400	F.G.Miller Gr. 9 Academic Challenge	$ 25,000	50 Students, Grade 9, 1 School	Provide students with enrichment opportunities in four subject areas.	4	50	.03
St. Paul Education Regional Division No. 1	402	Mathematics Improvement Project	$ 8,000	551 Students, Grades 6 to 10, 1 School	Provide instructional leadership, professional development and resources for the math program.	3	33	.01
St. Paul Education Regional Division No. 1	395	Literacy Skill Development	$ 105,707	3700 Students, Grades 1 to 12, 15 Schools	Provide teachers with instructional leadership, professional development and access to software resources.	6	33	-.05
St. Paul Education Regional Division No. 1	397	Reading Improvement Project	$ 25,000	113 Students, Grades 7 to 10, 1 School	Use the Interactive Auto Skills computer program along with regular instruction to assist students who are experiencing difficulty with reading.	3	.00	-.09
St. Paul Education Regional Division No. 1	411	So There's a Problem, Now What	$ 25,000	410 Students, Grades K to 5, 1 School	Provide counselling for at-risk students.	5	.00	-.27
St. Thomas Aquinas Roman Catholic Separate Regional Division No. 38	312	The Musical Mind	$ 54,600	353 Students, Grades 1 to 9, 1 School	Create a comprehensive music program.	5	100	.85
St. Thomas Aquinas Roman Catholic Separate Regional Division No. 38	366	Interdisciplinary Student Enrichment Model	$ 41,000	120 Students, Grades 1 to 3, 1 School	Offer enriched interdisciplinary learning, research-based projects.	2	100	.81
St. Thomas Aquinas Roman Catholic Separate Regional Division No. 38	304	Special Needs Improvement Facilitator (Site-based)	$ 38,000	285 Students, Grades K to 6, 1 School	Utilize a special needs facilitator to work with special needs students, their teachers and their parents.	3	100	.74

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Authority	Project ID	Project Title	Approved Funding	Scope	Description	No. of Measures	% of Measures Meeting Target	Average Effect Size
St. Thomas Aquinas Roman Catholic Separate Regional Division No. 38	509	Reading Intervention ECS to Grade2	$ 22,003	26 Students, Grades K to 2, 1 School	Assign a teacher trained in reading recovery to work with students individually each day.	11	100	.34
St. Thomas Aquinas Roman Catholic Separate Regional Division No. 38	430	School Connections	$ 41,500	360 Students, Grades K to 9, 1 School	Increase contact between home and school for at-risk students and provide tutorial support.	10	90	.19
St. Thomas Aquinas Roman Catholic Separate Regional Division No. 38	387	Differentiated Mathematics Classrooms	$ 23,500	50 Students, Grade 9, 1 School	Provide math instruction to grades 8 and 9 students based on their learning styles and needs.	3	33	.17
St. Thomas Aquinas Roman Catholic Separate Regional Division No. 38	506	Alternate Delivery	$ 38,700	131 Students, Grades 10 to 12, 1 School	Separate delivery of the high school 13, 23 and 33 courses from 10, 20 and 30 classes in a small school setting.	6	50	.02
Strathcona-Tweedsmuir School	663	Transforming the Learning Environment	$ 48,253	294 Students, Grades 6 to 12, 1 School	Providing professional development for teachers on integrating technology into the curriculum.	5	100	.33
Sturgeon School Division No. 24	344	Alternate Delivery Project	$ 31,000	50 Students, Grades 10 to 12, 2 Schools	Deliver courses online.	1	100	.84
Sturgeon School Division No. 24	342	Multi Instructional Resource Room (MIRR)	$ 78,250	1000 Students, Grades 10 to 12, 2 Schools	Create a resource room to respond to different student learning styles and needs and to increase their ability to take courses that do not fit in their timetables.	3	100	.03
Sturgeon School Division No. 24	340	Hearing & Listening in School	$ 7,000	550 Students, Grades 1 to 9, 4 Schools	Utilize the Soundfield FM system in three primary classrooms, to provide for more even distribution of sound, and monitoring changes in achievement.	1	.00	.01
Sturgeon School Division No. 24	341	After School Tutorial - Middle School	$ 34,000	75 Students, Grades 5 to 9, 2 Schools	Offer an alternative program after school for special needs students (remedial and advanced).	3	33	-.01
Sturgeon School Division No. 24	346	Middle School Literacy Project	$ 223,700	1194 Students, Grades 4 to 9, 7 Schools	Offer a reading assistance program that improves students reading skills; providing professional development for all teachers to become reading teachers.	2	50	-.03
Sturgeon School Division No. 24	345	Primary Literacy Project	$ 214,110	240 Students, Grades 1 to 3, 7 Schools	Tailor instructional programs to help students learn to read, with a focus on helping students with low achievement in reading.	1	.00	-.09
Suzuki Charter School Society	474	Multi-Age Science Discovery Project	$ 2,000	111 Students, Grades K to 6, 1 School	Collaborate with parents and community agencies to teach science skills and processes.	11	64	.93
Suzuki Charter School Society	473	French Language Lab	$ 3,000	60 Students, Grades 1 to 6, 1 School	Add headsets and software to the computer lab to allow students to listen to and speak French more frequently.	2	50	.27
Sylvan Lake Kinder-Care Association	634	Graduated ECS Program	$ 1,391	32 Students, Grades preK to K, 1 School	Provide extra hours of instruction for the month of May.	3	33	.16
Tempo School	871	Technology integration	$ 8,000	75 Students, Grades 4 to 10, 1 School	Provide professional development for teachers on integrating technology into the curriculum.	3	100	1.19
Tempo School	870	Mathematics Enhancement	$ 8,000	100 Students, Grades 5 to 10, 1 School	Offer after-school math clubs and encourage students to enter math contests.	4	50	.24
The Calgary Jewish Academy	865	Outcome-Based Learning with Technology	$ 22,063	329 Students, Grades preK to 12, 1 School	Enhance the implementation of the technology program by enhancing the technology infrastructure including the provision of appropriate equipment.	3	100	.37
The Canadian Montessori Association(1983)	917	Literacy Enhancement	$ 32,962	215 Students, Grades K to 6, 1 School	Improving reading and writing skills through (a) teacher professional development, (b) utilization of various teaching programs, (c) resource enhancement and (d) expanding staff expertise.	2	50	.05
The Canmore Society for Community Education	1016	Enhancing the fine arts program	$ 2,337	33 Students, Grades K to 6, 1 School	Organize various arts and cultural activities and productions with parents to enhance the fine arts program.	1	100	.15
The Children's House Child Care Society	844	Early Literacy	$ 732	9 Students, Grade K, 1 School	Implement a phonics program including related program materials and supplies.	1	100	.36
The Company of the Cross (Alberta)	639	Technology-Assisted Tutorials	$ 8,395	60 Students, Grades 7 to 9, 1 School	Provide tutorials in a computer lab for students who have difficulty with language arts and/or math.	2	100	.19
The Cornerstone Christian Academy of Camrose	741	Computer Literacy Improvement Project (CLIP)	$ 6,414	87 Students, Grades K to 10, 1 School	Enhance delivery and implementation of Information and Communications Technology program of studies (upgrade computer lab, texts and software; inservice teachers, etc.)	2	50	.44
The Edmonton Lutheran School Society	723	Learning and Reading Enhancement	$ 6,865	95 Students, Grades K to 9, 1 School	Introduce the Writing and Spelling Road to Reading and Thinking program and use the computerized learning information system, Accelerated Reader Program.	4	50	.03
The GRIT Program	900	Family Support for Learning	$ 3,599	72 Students, Grades preK to K, 1 School	Utilize a social worker to develop strategies and goals with teachers and parents for the children's learning and readiness to attend their community schools.	2	100	.07

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The Heartland Agency	918	Literacy Through Drama	$ 5,063	38 Students, Grades preK to K, 1 School	Develop student literacy skills and new ways to build capacities in special needs students through the use of drama therapy.	1	.00	.17
The Lacombe Christian School Society	672	Mathematics Improvement Program	$ 20,780	97 Students, Grades 3 to 9, 1 School	Enhance mathematics learning opportunities through one-on-one and small group instruction for students with moderate to severe difficulties in learning math.	3	100	1.42
The Lacombe Christian School Society	1706	Life Skills K - 9	$ 8,097	370 Students, Grades K to 9, 1 School	Acquire and integrate the Quest Program into the school classes and design and facilitate a professional development and training program for all teachers in the K-9 Quest program sponsored by Lions Quest Canada.	2	100	.14
The Medicine Hat Christian School Society	445	Special Education Initiative	$ 11,623	12 Students, Grades 1 to 9, 1 School	Project team to focus on language arts learning, including in-class instruction, pull-out programs and tutorials offered by a teacher's aide.	3	100	.39
The Peace River Kindergarten Society	888	ECS Resources	$ 1,342	17 Students, Grade K, 1 School	To incorporate more manipulatives, games puzzles and other learning resources into instruction.	1	.00	-.54
The Rimbey Christian School Society	891	Individualized Math and LA Assistance	$ 11,219	15 Students, Grades 5 to 9, 1 School	Provide individualized instruction for at-risk students.	2	100	.08
The Rocky Christian School Society	688	Science and CTS Food Studies	$ 8,800	160 Students, Grades 4 to 9, 1 School	Provide students hands-on experiential science and CTS food studies through expanded and enhanced workstations and instructional strategies.	2	100	.36
The Rocky Christian School Society	691	Technology Integration	$ 3,113	160 Students, Grades K to 9, 1 School	Enhance technology instruction through an upgraded computer lab and classrooms with networked computers.	3	100	.16
The Society for Christian Education in Southern Alberta	676	Senior High Mathematics Enhancement	$ 16,200	29 Students, Grades 10 to 12, 1 School	Offer Math 14 and 24 with a technology integration enhancement component, and add Math 31 to course offerings.	2	50	.52
The Society for Christian Education in Southern Alberta	670	Intersections--Faith and Learning	$ 23,800	750 Students, Grades K to 12, 3 Schools	Provide professional development and a coordinator to help teachers link the curriculum to students' learning and lives.	2	100	.20
The Society for Christian Education in Southern Alberta	1018	Technology Integration	$ 13,287	758 Students, Grades K to 12, 3 Schools	Develop a technology integration plan, organize strategies to meet and integrate ICT standards into the curriculum and use of a facilitator to enhance technology learning.	3	.00	.01
The Timothy Centre for Scholarship Ltd.	941	Math and Science tutorial support	$ 2,993	15 Students, Grades 7 to 11, 1 School	Enhance the math and science tutorial and individualized study programs by providing appropriate instructional and tutorial materials for students and "tutoring"parents.	2	50	.28
Third Academy International Ltd.	963	Improving IPP Learning Outcomes	$ 6,132	143 Students, Grades 2 to 10, 1 School	Utilize the strategies of professional development and appropriate learning resources to enable students with learning disabilities to achieve the desired IPP learning outcomes.	1	100	.13
Trinity Christian School Association	837	Home School Support for Students and Parents	$ 44,000	2210 Students, Grades preK to 12, 1 School	Provide support to home schoolers through a parent advisory council, workshops for parents, student fairs, conference for home school facilitators, mentorships for students.	5	80	.26
Trinity Christian School Association	699	Improved Environment for Special Needs Students	$ 31,158	15 Students, Grades 3 to 12, 1 School	Enhance services for special-needs students: language facilitator, time-out areas, noise reduction, computers for disabled students, staff professional development.	2	100	.09
Universal Educational Institute	869	ESL enhancement	$ 5,148	2 Students, Grades 1 to 7, 1 School	Utilize a part-time instructor to work individually with ESL students.	3	100	-.04
Victory Christian School Society	896	Technology Integration	$ 11,013	170 Students, Grades K to 12, 1 School	Computer hardware and software upgraded and teacher professional development on technology integration.	3	67	.18
Webber Academy Foundation	925	Physical Education Program Development	$ 16,918	420 Students, Grades 6 to 10, 1 School	Hire a physical education expert teacher to initiate professional development activities for teachers and organize a new physical education program.	1	100	1.54
Westbrook (ECS) Association	991	ECS Program Enhancement	$ 976	14 Students, Grade K, 1 School	Utilize enhanced PD, demonstrations and resources to improve one readiness.	1	100	.23
Westwind School Division No. 74	652	Middle Grades Literacy	$ 120,502	44 Students, Grades 6 to 9, 4 Schools	Offering literacy and remediation intervention programs that are tailored to the student population reading needs.	1	100	1.29
Westwind School Division No. 74	627	Math 10 Prep Course	$ 74,000	90 Students, Grade 10, 4 Schools	Provide a course designed to provide enrichment and remediation to prepare students for Math 10.	1	.00	.42
Westwind School Division No. 74	655	Learning is a Family Thing (LIFT)	$ 3,000	40 Students, Grades 1 to 3, 1 School	Create and offer a partnership between home and school that includes improved resources and materials for students, professional development for teachers and a "Parent Night" to promote literacy and enjoyment of reading.	4	100	.10
Westwind School Division No. 74	626	Reflex Reading - PhonoGraphix	$ 36,044	1150 Students, Grades K to 3, 5 Schools	Provide intensive inservice to teachers in phonemic methodology.	1	100	.07
Westwind School Division No. 74	625	Pre-School 2-5 Parent Education	$ 115,000	150 Students, Grades preK to K, 7 Schools	Develop and implement a literacy preparation outreach program designed to help parents understand child development and how to help their children learn. Includes a two-half day per week pre-school program with a certified teacher.	1	100	.05

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Westwind School Division No. 74	624	Early Reading Intervention - One on One	$ 162,542	32 Students, Grades 1 to 3, 6 Schools	Providing one on one assistance to students at risk in reading.	3	33	.04
Wetaskiwin Regional Division No. 11	124	Early Literacy [K - 2]	$ 370,783	900 Students, Grades K to 2, 13 Schools	Enhance early literacy instruction for a portion of the school day by providing smaller pupil-teacher ratios.	6	83	.44
Wetaskiwin Regional Division No. 11	126	An Integrative and Collaborative Approach to Secon	$ 44,326	32 Students, Grades 10 to 12, 1 School	Offer a non-traditional approach to learning school subjects, including independent learning, peer settings, one-on-one instruction and tutorials; compare the results with those of students in traditional programs.	11	36	.00
Wild Rose School Division No. 66	591	Improving Career Planning and Preparation	$ 19,700	150 Students, Grades 9 to 12, 1 School	Provide a career research library, an office for the Work Experience/RAP coordinator and a student portfolio library to emphasize career development throughout the school.	5	80	1.06
Wild Rose School Division No. 66	868	Increasing Math Achievement	$ 22,000	70 Students, Grades 1 to 3, 1 School	Provide a daily math intervention program in grades 1-3.	2	100	.70
Wild Rose School Division No. 66	577	Competence Based Learning in Lang.Arts& Math	$ 90,750	169 Students, Grades K to 6, 1 School	Facilitate small-group teaching of an intensive nature in language arts and math by including the reduction of the student/teacher ratio.	4	75	.14
Wild Rose School Division No. 66	598	Improving Preschoolers Literacy & Parents Program	$ 105,860	2100 Students, Grades preK to K, 12 Schools	Implement the Literacy and Parents Program to develop and enrich language and literacy opportunities prior to kindergarten.	1	100	.13
Wild Rose School Division No. 66	584	Student Enrichment Within a Multiple Intelligence	$ 58,500	820 Students, Grades 1 to 6, 3 Schools	Offer enrichment of one hour per week, using themes such as Ancient Greece, to give students an opportunity to develop special talents or gifts.	7	71	.12
Wild Rose School Division No. 66	586	Facilitating Student Learning in Math	$ 82,000	5400 Students, Grades K to 12, 18 Schools	Enhance teachers pedagogical skills by utilizing a mathematics lead teacher .	6	50	.05
Wild Rose School Division No. 66	610	The C4 Community Safe, Secure and Caring Schools .	$ 110,000	2125 Students, Grades preK to 12, 4 Schools	Schools working together with community stakeholders and sharing a facilitator to develop common practices and expectations for safe and caring schools.	4	50	- 04
Winfield Child Development Association	732	Improve Winfield ECS Literacy	$ 1,464	13 Students, Grade K, 1 School	Provide teacher professional development, upgrade a computer workstation and provide new classroom literacy resources.	1	100	.08
Wolf Creek School Division No. 72	115	Reading Intervention: Eckville Jr. Sr. High	$ 16,500	40 Students, Grades 7 to 12, 1 School	Offer an intensive reading program.	2	50	2.55
Wolf Creek School Division No. 72	122	Ponoka Elem. School: Early Intervention Project	$ 33,000	240 Students, Grades preK to 2, 1 School	Early intervention in speech and language development for pre-K and kindergarten students with continuing support for students at risk in grades 1 and 2.	3	67	1.02
Wolf Creek School Division No. 72	110	K-3 Class Size Reduction: Mecca Glen, Satinwood, B	$ 233,000	290 Students, Grades K to 3, 4 Schools	Enhance instruction by reducing pupil-teacher ratios for core courses and modifying teacher strategies.	16	75	.60
Wolf Creek School Division No. 72	111	Middle Grades Literacy Intervention Project: Cli	$ 35,000	100 Students, Grades 3 to 9, 1 School	Provide professional development opportunities to teachers of reading and to utilize a teacher assistant to help students with reading.	3	67	.29
Wolf Creek School Division No. 72	108	Alix MAC/Mirror Schools: Joint Special Needs P	$ 30,000	6 Students, Grades 1 to 12, 2 Schools	Provide individualized programs through a team approach between two schools, to give special-needs students instruction in their home community schools and in small group settings.	1	100	.21
Wolf Creek School Division No. 72	116	Brain Based Learning/Class Size: Lacombe Elementar	$ 158,500	1200 Students, Grades K to 6, 3 Schools	Provide professional development on instructional strategies and reduce class size to address different learning styles, needs and intelligences.	6	100	.14
Wolf Creek School Division No. 72	114	Middle Grades Math: Staff Development Project	$ 126,218	3870 Students, Grades 5 to 10, 18 Schools	Provide more varied and intense math activities, an increased focus on problem-solving, and professional development in math instruction skills.	6	67	.10
Wolf Creek School Division No. 72	121	Rimbey Elementary School: Literacy Initiative	$ 20,000	50 Students, Grades 4 to 6, 1 School	Provide a combination of in-class work, pullout programs and after-school tutorials.	1	.00	.01
Wolf Creek School Division No. 72	112	Crestomere: Early Literacy Expansion	$ 10,000	35 Students, Grades 1 to 9, 1 School	Extend and enhance the early literacy initiative (a pullout program).	1	.00	-.04

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